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ABSTRACT

Materials and services related to improving the academic advising process compose this manual developed to aid colleges and universities. Part One (Introduction to Advising) covers: the definition and importance of academic advising: basic elements in developing and implementing a successful advising program: delivery of academic advising: and managing faculty advising which offers eight chapters as well as an appendix and references. Part Two (Training the Advisor) deals with various strategies for developing programs successful in preparing the advisor. Part Three (Institutional Models) offers descriptions of selected institutional delivery systems. Part Four (Using ACT in Advising) discusses using the American College Testing (ACT) Assessment and ACT Student Profile Report in academic and group advising. The final section (Advising, Skills, Techniques and Resources) discusses: the academic advising process: advising from the student perspective: the advising folder: the advising interview: helping skills for advisors: special advising topics: career counseling and advising: group advising: developing the advisor's handbook: surveys, inventories and checklists: confidentiality and student privacy: evaluating academic advising: and a miscellaneous section. An annotated bibliography and reading list for advisors is included. (LC)

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ACADEMIC ADVISING

A RESOURCE DOCUMENT

David S. Crockett, Editor

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A fundamental goal of The Program is to exercise educational leadership by conducting testing, information gathering, evaluating, and related activities in order to (1) assist in the identification and solution of educational problems and (2) communicate to the general and professional publics knowledge and ideas about education.

The chief beneficiaries of The Program's services are students, secondary schools, institutions of higher education, and educational researchers.

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ACKNOWLEDGMENTS

On behalf of The American College Testing Program, I would like to extend sincere appreciation to the many individuals and institutions whose materials are included in this document. Their willingness to contribute to this project is evidence of their continuing concern for students and the improvement of the academic advising process in colleges and universities. Without this cooperation the document would not have been possible.

The origin of this project was a small exploratory meeting held in Kansas City in the Fall of 1976 to discuss the viability of ACT developing a set of materials and services related to improving academic advising services. Attending that meeting were James Pappas, University of Utah; Everett Hadley, Drake University, and Don DeLong, Western Michigan University. It was the unanimous and enthusiastic recommendation of this group to "move forward with all deliberate speed on the development and dissemination of such materials and services." Although each has subsequently contributed to the document, it was their early support and encouragement which provided impetus to the project.

A special word of thanks is due to several individuals who have made significant contributions to this work. In particular, Howard Kramer and Robert Gardner of Cornell University who submitted the extensive materials related to Managing the Advising Process, Thomas Grites of Stockton State College who wrote the section on Training the Academic Advisor, and Johnny Arnette, University of North Florida who submitted considerable material in the Advising Skills, Techniques and Resources section. Lois Renter, Head Librarian, ACT, was largely responsible for the comprehensive bibliography on academic advising.

The institutional models were submitted by college and university personnel at the invitation of The American College Testing Program. They appear as they were submitted with little or no editing on the part of ACT. It is hoped that these descriptions will assist others in developing more effective advising programs.

I would also like to express my personal thanks to Diana McIntosh, Assistant to the Vice President, Educational Services Division, who was responsible for compiling and producing this book. She was ably assisted in this project by Sharon Savage and Gail McKnight who typed and proofed the final manuscript.

Finally, I express special gratitude to Oluf M. Davidsen, President, ACT, who supported this project both fiscally and psychologically from the outset.

David S. Crockett
Vice President
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The American College Testing Program
Iowa City, Iowa
April 1, 1978

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INTRODUCTION
TO
ADVISING

"Academic advising assists students to realize the maximum educational benefits of their college experience by understanding their needs and expectations, knowing the goals and resources of the institution they are attending, and bringing these two elements into optimal congruence through individualized program development."

INTRODUCTION

> *"Undergraduate students in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an advisor, confidant, and parent surrogate. This need seems to exist regardless of the type of institution the student attends, his general ability to do academic work, and the socioeconomic level from which he comes. In many ways, the need for this kind of relationship seems to transcend most other seemingly important desires or demands."*
>
> *Lewis B. Mayhew*

Academic advising has a long tradition in American higher education. President Rutherford B. Hayes, as a student at Kenyon College in 1841, wrote his mother of the adoption of a new rule. The rule stipulated that each student would choose from among the faculty someone who would be advisor and friend in all matters and who would serve as a medium of communication between the student and the faculty.

There exists in higher education today a renewed interest in academic advising. This interest is due in part to the following factors:

1. A recognition that academic advising is an integral and necessary part of the higher education process.
2. A concern for individual student growth and development.
3. An interest in increasing student retention.
4. Greater student choice of curriculum than ever before.
5. An increase in non-traditional students.
6. A growing concern by students in the linkage between academic preparation and the world of work.

These trends are leading administrators to re-emphasize the importance of academic advising and student support services. Academic advising is being recognized as an essential educational service to be provided by an institution of higher education. Academic advising on many college and university campuses is perfunctory, clerical and is not being delivered in the most effective manner. One significant reason for this situation is the lack of well-organized and comprehensive training and support material for those engaged in the academic advising process. Unfortunately, there is no single source reference available to college personnel on the general topic of academic advising. Rather, what is available is generally fragmented, institution specific, lacking in a comprehensive approach, and often poorly prepared, produced, and delivered.

The purpose of this publication is to provide a comprehensive resource document to assist college personnel in enhancing the effectiveness of their academic advising programs, thus serving students more effectively.

> *"In the institution's program of faculty advising, the teacher and the student confront each other and discuss the reciprocal responsibility of institution and student for improving education. This powerful personal medium has not yet been used as it could be. The faculty advisor and the student analyze and judge educational and vocational goals and opportunities, learning skills and teaching methods, curricular choice and limitations, and student and teacher performance. This authentic partnership can produce the renewal of the educational process and a merited restructuring of the system."*
>
> *Melvene D. Hardee*

DEFINITION AND IMPORTANCE OF ACADEMIC ADVISING

DEFINITION AND IMPORTANCE OF ACADEMIC ADVISING

> *"Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations."*

Academic advising is a multi-faceted activity. Academic advising should assist individual students to realize the maximum educational benefits to them. It accomplishes this by:

1. Helping students to clarify their values, goals, and better understand themselves as a person.
2. Helping students understand the nature and purpose of higher education.
3. Providing accurate information about educational options, requirements, policies, and procedures.
4. Planning an educational program consistent with a student's interests and abilities.
5. Assisting students in a continual monitoring and evaluation of their educational progress.
6. Integrating the many resources of the institution to meet the student's special educational needs and aspirations.

In brief, the academic advisor serves as a coordinator of the student's educational experience.

Some of the benefits students derive from an effective advising program include:

1. Successful attainment of their educational/career objectives.

2. Achievement of GPA's consistent with their ability.
3. Higher retention rates.
4. Satisfaction with the process and development of a positive attitude toward the institution.
5. Development of a meaningful relationship with their advisor.

Ricks College Advisor's Handbook describes the faculty advisor's role and function in the following manner:

> The faculty advisor is the key person in individualizing a student's education. As such, he has three major responsibilities:
>
> 1. To help each advisee understand himself better.
> 2. To help each advisee understand better his environment with its opportunities and challenges.
> 3. To help each advisee use his potential abilities maximally in meeting the challenges and realizing the opportunities that are available for him.
>
> Some specific activities and responsibilities which will help the faculty advisor realize the above goals are these:
>
> 1. Acquaint advisees with the general and departmental educational requirements, college regulations, services, and opportunities.
> 2. Help advisees understand their past educational achievements and how they are related to their present educational goals.
> 3. Increase advisees awareness of abilities and talents through the use of test results and other data (advisors may prefer to refer advisees to the Counseling Service for test interpretation).

4. Help advisees plan each semester's program of courses and, as soon as possible, a two-year program. It is suggested that each advisee complete a Graduation Requirement Worksheet and that both advisee and advisor keep a copy.
5. Assist advisees when they are not achieving in accordance with their abilities, helping them plan activities to correct their difficulties.
6. Refer advisees as needed to other persons and services.
7. Be aware of each advisee's progress in his various pursuits by sufficient contact and the keeping of accurate records.

Good academic advising involves the ability of the advisor to help a student define and develop realistic goals, accurately perceive the needs of a student, and then successfully match these needs with available institutional resources in a meaningful manner. This process is carried out in an atmosphere of a caring and trusting relationship.

Hamline University addresses the role, importance and advisor responsibility of advising as follows:

> *"Advisors are helpful in presenting information and asking questions, but can be harmful in giving too many answers. In other words, if we are to encourage personal growth, it is necessary to encourage students to make their own decisions and to accept the consequences of those decisions. Many times students want answers, not just for expediency, but to avoid taking the responsibility. If you tell a student to do X, he or she can always blame you if it doesn't work out.*
>
> *As an advisor you have responsibility to assure that your advisees' studies comprise a well-conceived pro-*

gram consistent with their goals and high academic standards. This generally includes some assistance in the formulation of your advisees' goals and a share in the process of evaluating their progress toward them. As an advisor you should not be a dictator or an apron string, and certainly not a "shrink." You should not even be an advocate (although you may voluntarily assume that role at times), since it ought to be presumed that Hamline students are their own advocates.

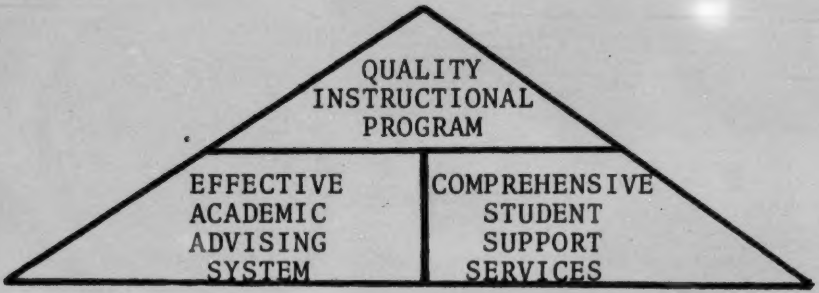
In a real sense you, as advisor are an embodiment of the institution, linking Hamline with its students, articulating its purposes, and giving meaning to the assumptions which guide its curriculum. As an advisor you can significantly influence the success of your advisees' educational and personal development as they seek to accommodate themselves to the Hamline community and to the larger society of which we are all part.

Ultimately, your main objective as an advisor is to "facilitate" each advisee's recognition and acceptance of personal responsibility for what happens to his or her life.

The role of an advisor is one of questioning and encouraging student decisions. We must urge a student to gather information, evaluate the information, consider his or her personal values and goals, and make meaningful decisions based on consideration of alternatives and on the information gathered. We must help the student to recognize and accept the real possibility of failure as well as success. But out of all this comes self-awareness, confidence, maturity."

Academic advising, properly delivered, can be a powerful institutional influence on student growth and development. Also, it can enrich the educational program of any college or university, and interpret that program more effectively to students.

Academic advising is an integral and necessary part of the higher education process. The figure below suggests that academic advising is interrelated in important ways with other institutional functions.


QUALITY INSTRUCTIONAL PROGRAM
EFFECTIVE ACADEMIC ADVISING SYSTEM
COMPREHENSIVE STUDENT SUPPORT SERVICES

A quality instructional program. central to the institution's purpose, should be supported by an effective advising system. Likewise, effective advising is dependent to a large extent on comprehensive student support services.

Good academic advising is basically a counseling function. Too often it is thought of in the more perfunctory way of simply approving class schedules or providing basic academic information to students. The following papers by Donald L. Delong, University Coordinator of Academic Advising, Western Michigan University, Bonnie S. Titley, Director of Academic Advising, Colorado State University and Joseph F. Metz, Jr., University of Maryland address the role and further a definition of academic advising in colleges and universities.

ACADEMIC ADVISING vs ACADEMIC COUNSELING

Donald L. Delong
University Coordinator of Academic Advising
Western Michigan University

Many academic advisors, faculty and students are confused regarding the difference between academic advising and academic counseling. If a student has made a definite choice to pursue a particular program and has few doubts about the decision, the advisor then only needs to deliver accurate information on what the student must do to meet the requirements of the program. Depending on the number of options the student has to meet the requirements, the advisor primarily will need to spell out those options and let the student make the decision.

Ideally, advisors are more comfortable with the student who is totally committed to a particular goal. In fact, the college catalog and related printed materials make it relatively simple for a student to figure out what courses to take and when to take them. All too often a student approaches an advisor giving the impression it is specific course information the student needs when in reality the student is seeking academic counseling.

Academic counseling differs from academic advising in that the student is looking for help in deciding what to do academically. It is not personal counseling and it certainly isn't therapy. The student needing academic counseling has usually been admitted to the educational institution desiring to continue the education process, yet unsure of what to do in college. This student is often advised, not necessarily by advisors, to take general or liberal arts courses and somehow he'll discover what he wants to do. I have yet to see a course description or syllabus which suggests one of the purposes of the course is to help students to decide what they want to do. In fact, of the hundreds of general and liberal arts courses available to a student, which courses would a student select? The student needing academic counseling is often the student who is in college because going to college is something worth doing. One has to admit the lifestyle of being a student is certainly more attractive than the drudge of everyday living and working. I have had numerous students tell me how difficult it is to be at college, enjoy the lifestyle, enjoy classes and still experience a nagging guilt because they have not comfortably committed themselves to a particular program or are not preparing themselves for a particular career. My colleagues, with a liberal education perspective, repeatedly try to convince me students are mislead put all their energy into worrying about a career when they should be concerned with being "educated." I agree, but the parental pressure, peer group pressure and the voices from the outside world make it extremely difficult for a student not to worry what's out there after graduation. Here is where academic counseling can be used to help a student make better use of all the opportunities available in higher education. Let's be realistic, a student with normal academic skills, who really enjoys the whole college lifestyle can pass courses, meet the requirements and still leave the educational institution not educated-certified, trained maybe, but not educated.

How does one determine if a student needs academic counseling rather than academic advising? The first step is to ask the student what he is looking for in the advising encounter. The advisor can ask the student what information is being sought. To assume the student is only interested in finding what is required or is only interested in putting a schedule together can be erroneous. Yes, the students should be more articulate and more honest in their communication, but it is difficult to walk into a room with an almost stranger and share your innermost doubts and concerns, especially when you have a half hour and the individual behind the desk only thinks academic advising.

Beyond the few minutes it takes to query the student, most institutions have American College Testing Student Profile Reports or similar data to use in determining some of the concerns of the student. Remember, we're talking about a student who has been admitted to the educational institution, has or has not the basic academic skills, and on some level wants to benefit from the educational opportunities available, but doesn't know what to do. Without primary basic academic counseling we either lose the student or we struggle with him during the senior year to get him graduated. The push, beginning in the sixties, to promote educational opportunities for students who would not normally go to college, the pressure to keep enrollments stable and a somewhat different kind of student coming out of high school have brought to the campuses a number of students who do not hold what we must call traditional values of education. How many of these students are around is hard to determine. Yet, the data suggests they are around.

If we do admit students who don't really know what education is all about and have no idea of their own potential, then we have a responsibility to provide guidance through academic counseling to assist students to be better educated while at the same time serving the educational institutions in a productive way.

The academic counselor, through using test data and related materials, can assist the students to assess their personal strengths and weaknesses. The academic counselor can assist the students in discovering how each student's uniqueness, interests and particular talents fit into an organized, but changing world waiting for them. And last, but not least, the academic counselor can assist the students to learn how to use the educational institution for a lifetime. After that the academic advisor has a "piece of cake."

ACADEMIC ADVISING: TRAINING AND/OR EDUCATING

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Regardless of how the advising program is organized on any given campus, there prevails in most quarters an attitude of "anyone can do it." Paralleling closely the "whoever has a Ph.D. can teach" attitude, this view of academic advising can only result in problems: No clear distinction between advising and counseling is drawn; roles of and expectations from advising personnel are not succinctly defined; parameters for behaviors are not distinguished; no pattern for evaluation and/or reward can be easily established. Indeed, the "anyone can do it" syndrome more often leads to perfunctory behavior which results in a feeling that "most advising is catch as catch can." This feeling can be systematically eliminated.

A first step would logically be to define "advising." Surveying the literature on advising shows a multiplicity of terms; academic counseling, academic advising (or advisement), career advising, vocational counseling, etc. Variously, the application of the terms focuses on:

1. The *process* of information giving or working through problems.
2. The *procedure* of registration, schedule planning and meeting curricular requirements.
3. The *product* of the activity; graduation and/or job placement or graduate school admission.
4. The *act* (activity?) of communicating information and answering specific questions.

In descriptions of some programs, it is often difficult to disentangle process and procedure, or act and product; so engrained are the assumptions about the nature of advising. For the purposes of this paper, let us propose a working definition of advising that establishes parameters for discussion that include process, procedure, product, and act: Advising is a decision-making process through which a student, aided by a faculty member, maximizes the educational experience through an information exchange specifically pertinent to both curricular and career planning.

The next logical step would be to examine some of the inherent implications of our definition. First, decision-making is given primary focus. Although many would see this as an obvious implication, there are those who might overlook the dynamic, sequential character of advising decisions and view them as static. In the decision-making literature, "static decisions" are those made in an essentially fixed environment; riskless decisions, if you will. The probabilities and expected utilities of each alternative are known at the time of choice, leaving no unknowns for the decider to cope with. Advising decisions are far from static. Each decision made relies on all decisions that preceded it and must take into account the factors produced by prior actions and their results. The decider changes, the environment changes, and the consequence changes with each succeeding decision. The utility and consequence of any given advising decision can rarely be considered riskless. As a matter of fact, the ultimate product of the advising process usually harbors the greatest element of risk; what will I be able to do with my education?

Second, advising is an interaction of two persons; advisor and advisee. Each has needs and values that influence choices of information to be exchanged, and each has biases that color beliefs about what "maximizing the educational experience" really means. Both have prior experience that colors judgments made, and both have personal levels of creativity that play in the overall process. Third, curricular and career planning are, by no means, synonymous. Any given curriculum has specific requirements that must be met and, usually, areas that allow for flexibility in meeting individual needs. Career planning includes curricular concerns, but goes beyond them to include emotional, social, spiritual, and physical factors that come into play in career decisions.

The proposed definition of advising, then, indicates the complexity of the advising relationship and suggests a complex of skills needed by the advisor (also the advisee - but that's another paper!) who exercises the role responsibly. Further, it suggests areas for both training and educating professional personnel who will be involved in this highly crucial activity. The distinction being made between training and educating needs clarifying: Training involves the introduction and sensitization to practice in basic communication and interpersonal skills that are a part of the advisor/advisee relationship. Such things as listening, decision-making, reflecting feelings, etc. are included. Training also includes the imparting of specific information needed about programs, policies, procedures, and practices inherent in the existing system. Educating embraces the philosophical and/or theoretical underpinnings influencing the relationship. Institutional objectives, vocational development theory, an acceptable hierarchy of needs and values, results of national educational investigations, etc.; all relate to both advisor and advisee and play large roles in choices made during the years of formal higher education (and, yes, those years beyond as well). However, neither skills needed nor underpinnings required can be assumed to be a part of an advisor's repertoire, necessitating the design and execution of training programs. One model to use as a foundation for such a training program follows:

The body of literature on decision-making holds theories for persons in any field; statistics, mathematics, management, education, etc. The stochastic and static models do not apply to the decisions in advising because they cover random choices or require stable, unchanging situations. Advising is a dynamic, sequential decision-making process which obligates those involved to utilize prior decisions and their results as data for current decisions. Further, advising is a series of choices between alternatives rather than merely finding the solution to _a_ problem, the premise being that a problem exists without potential change and only one solution exists for it.

The dynamic nature of the advising process has been shown in the literature on advising to encompass five basic needs of students; intellectual, emotional, social, physical, and spiritual. Each need influences in varying degrees the regular curricular choices made by students in consultation with advisors. Likewise, each need dictates its own series of decisions to be made. The content-complexity of the decisions related to each need also varies and it is appropriate and useful to sort these into levels for purposes of discussion and analysis.

Irving A. Taylor, a social psychologist, in 1959 provided a five-level model of creativity that gives us the levels we need for discussion. (As enticing as it is to digress into the effects of creativity of both the advisor and the advisee on advising, I must ask your indulgence to accept Taylor's levels as useful, reliable, and stable.) The five levels, expressive, productive, inventive, innovative, and emergentive, are characterized by different factors and call forth different psychological experiences. It follows, then, that advising decisions at each level would be different. _Expressive_ decisions are made in an atmosphere of spontaneity and freedom. _Productive_ decisions show some control over an environment and are essentially the same for all advisees making them. Decisions called *inventive* require facility in manipulating concrete data, while those termed *innovative* call on the ability to work with more abstract concepts. *Emergentive* deciding is accomplished in only a few advising situations because it embraces truly unique (in the narrow semantic sense of the word), non-traditional results.

Each kind of student need can be classified into decisions on each level, giving us the basic advising model diagrammed in Figure 1 below:

	INTELLECTUAL	EMOTIONAL	SOCIAL	PHYSICAL	SPIRITUAL
EMERGENTIVE					
INNOVATIVE					
INVENTIVE					
PRODUCTIVE					
EXPRESSIVE					

Figure 1: Basic Advising Model

Examples of the decisions related to each *need* category for each level are suggested in Figures 2 through 6 (figure content copyrighted by Titley, 1976):

EMERGENTIVE	Unique programs; non-traditional approaches; design-your-own.
INNOVATIVE	Alternative routes; combining degrees-interdisciplinary approach; second bachelor's degree; second major combinations; new uses for "old" skills.
INVENTIVE	Different Bachelor's/Master's combinations; ignoring programmed pre-professional preparation; new relations between disciplines.
PRODUCTIVE	Required courses and/or curricula; university requirements; maintaining minimum scholastic requirements.
EXPRESSIVE	General course sampling; gaining general information; vocational, interest, aptitude, personality tests; various part-time jobs or work-study assignments.

Figure 2: Advising Decisions: Intellectual Needs

EMERGENTIVE	Establishing a "brave new world" for current society.
INNOVATIVE	Proposing untried solutions for existing problems.
INVENTIVE	Imposing "traditional" behaviors on "new" life styles.
PRODUCTIVE	Adjusting to roommates; "getting involved";
EXPRESSIVE	Trying on different roles, styles of dress, etc.

Figure 3: Advising Decisions: Social Needs

EMERGENTIVE	Return to "if it feels good, do it"; not on mere sensual level, but on an existential level.
INNOVATIVE	Learn to apply meditative or relaxation techniques in order to manipulate emotional levels in unusual circumstances.
INVENTIVE	Securing professional aid in adjusting and/or manipulating emotions.
PRODUCTIVE	Learning to control emotions and/or react as expected by significant others.
EXPRESSIVE	"If it feels good, do it"; sensory satisfaction primarily.

Figure 4: Advising Decisions: Emotional Needs

EMERGENTIVE	Hypothesizing a new philosophical system to govern personal beliefs.
INNOVATIVE	Juxtaposing beliefs from dissimilar systems to reflect personal outlook.
INVENTIVE	Integrating beliefs of similar systems into new patterns.
PRODUCTIVE	Believing (or not believing) according to patterns of established religious systems.
EXPRESSIVE	Investigation of belief systems of different religions.

Figure 5: Advising Decisions: Spiritual Needs

EMERGENTIVE	Control metabolism via extreme biofeedback techniques so that "normal" nourishment is no longer required.
INNOVATIVE	Determine entirely new ways to preserve or prepare foods to enhance nutritive value.
INVENTIVE	Eat unusual combinations of food in order to obtain needed nutrients.
PRODUCTIVE	Maintain mimimum vitamin and mineral intake requirements.
EXPRESSIVE	Experiment with different diets.

Figure 6: Advising Decisions: Physical Needs

Though not entirely obvious, it becomes quite apparent in what areas that training and educating are needed in an advising program. The system within which these occur doesn't affect the basic needs significantly; whether you have all the advising done by faculty members, whether you have a corps of professional advisors or whether you utilize a combination of the two, you still have to deliver similar training and education if you are to eliminate the "anyone can do it" attitude. If you have the option, you can consider selection and specialization of advising personnel (criteria and procedures for this would again be content for another paper); still, the training and education would not essentially change.

Basic to both training and education is a local definition of the advising process and a clear delineation of expectations and results. Within the parameters established by such a definition, advisors need sufficient exposure to vocational psychology and student development theories to understand such terms as "stages of vocational development," "vocational maturity," and "factors influencing vocational choice." Parallel to vocational psychology, principles of learning and cognitive styles should be discussed. Specific information needed by advisors include all-institutional requirements, departmental/major requirements, knowledge of all majors available, service agencies and services rendered by each, scholastic regulations, key persons in departments who will discuss vocational concerns with students, extracurricular opportunities available to gain exposure to or experience in a field, and general knowledge of the job market. Skills training, at the very minimum, must include listening and attending, basic interpersonal communications, the art of referring, and decision-making.

Personnel to conduct the education and training components within the proposed model should themselves exhibit above average ability in the area they are asked to instruct in. Coordinators of advising programs must avoid those who fall into the "a little learning is a dangerous thing" category. Most campuses have persons who are really competent to do the needed training; likewise, every campus has its "experts" who have had one course or one experience and now can do anything related to that experience. Selection of training personnel is, in many ways, more critical than selection of advisors because trainers can establish an attitude in the training sessions that would determine the advising direction on a campus. One essential trait of trainers is the willingness and ability to develop or motivate evaluation of advising performance.

Evaluation of advisor performance must be carefully done or little more than "gut feeling" will result. "Scientific" research can't be conducted in any case because control groups can't be established or different modes of intervention may not be apparent for years, and by that time advising programs will (should!) already have changed to meet the needs of the current students. Whatever the limitations, however, evaluation must be designed to determine the immediate effectiveness of the interpersonal information exchange that occurs.

Finally, advising performance must be rewarded. Persons cannot be expected to perform this critical service in a vacuum of reward and give the quality performance required. If monetary and/or professional advancement (rank, salary, etc.) cannot be affected, then official recognition of some kind must be instituted. Indeed, the coordinator of an advising program should take leadership in establishing a system of recognition for the institution. Other than input for professional advancement, such things as annual awards for outstanding undergraduate advising are possible. (At Colorado State University, for example, there is a Distinguished Service Award for advising which parallels similar awards for teaching and research.)

Advising need not be "catch as catch can" on any campus. It is a very important component of the teaching/learning mission in higher education and need not suffer from the syndrome of apathy often associated with it. The quality of the process can be improved; the knowledge and skills required can be imparted and learned. The model proposed in this paper is one way of approaching the training and education required to improve the quality of academic advising.

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TOWARD A DEFINITION OF ADVISING

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Academic advising, as a recognized professional complement to the teaching function of the University, practiced by persons specifically selected and trained to advise, is a growth-fostering interaction between at least two persons, the advisee(s) and the advisor(s).

Conditions for growth exist when:

1. The advisee is more actively involved in her/his own decision-making than the advisor.
2. The perspective in which the decision-making is being done is as much future-directed as immediate.
3. Behavior perceived as constructive by both advisor and advisee is the expected and resultant outcome of decision-making.
4. Advisor and advisee use other campus resources when either perceives these as potentially improving the quality of decision-making and/or resultant behavior.
5. Advisor and advisee commit themselves to continuing participation in advising when both agree that continuation can be growth-fostering.

This definition, from my point of view, helps to emphasize what advising is not:

1. It is not a "fringe benefit" or minor support service only tangentially related to the real (?) purposes of the University.

2. It is not something that anyone or everyone should or can do.
3. It is not telling the advisee what to schedule, or what to choose, or what to do.
4. It is not focused exclusively upon the student's intra-institutional existence.
5. It is not imposed; It is proffered.

BASIC ELEMENTS IN DEVELOPING & IMPLEMENTING A SUCCESSFUL ADVISING PROGRAM

BASIC ELEMENTS IN DEVELOPING and IMPLEMENTING A SUCCESSFUL ACADEMIC ADVISING PROGRAM

> *"The greatest results are usually attained by simple means and the exercise of ordinary qualities. These may for the most part be summed in these two-common sense and perseverance."*
>
> *Feltham*

Good advising programs don't just happen. They are the result of institutions adhering to a set of basic advising principles which have proven to be successful in numerous settings. Following is a brief description of the basic elements necessary to develop and implement a successful advising program:

ADMINISTRATIVE COMMITMENT TO THE IMPORTANCE OF ADVISING

The most important factor contributing to strong advising programs is the commitment of the institution to the importance of the process. Unless those in responsible positions believe that advising is an important and necessary educational service for the institution to provide and support that commitment both fiscally and psychologically, advising will be taken lightly or more likely neglected. Good advising programs are not inexpensive. They require allocation of human, fiscal, and physical resources. There is no substitute for strong administrative support for an effective advising program.

A WELL ARTICULATED AND COMMUNICATED INSTITUTIONAL POLICY ON ACADEMIC ADVISING

Basic to developing an effective advising program is deciding where the institution wants to go with their academic advising program and how they plan to get there. Common questions which need to be addressed include:

1. What are the advising needs of students?
2. Who will do the advising?
3. Are there advising needs which transcend individual departments and colleges?
4. Who is administratively responsible for the academic advising system?
5. How should advising services be delivered?
6. How should advisors be selected, trained, and recognized?
7. What is the relationship of the advising system to other support services?
8. Do those responsible for advising services have the authority to make the system work?

The purposes and procedures of the advising system once established must be understood by administrators, faculty, and students. The ultimate success of any advising program is based to a large extent upon a common understanding of its purposes and mechanics. The communication program can be carried forth in a variety of ways:

College Catalog
Student Handbook
Advising Handbook
Advising Brochures
Letters to Students & Parents
Orientation Materials
Campus Newspaper, Radio, TV
Departmental Meetings
Faculty Meetings
Residence Hall Meetings
Fraternity or Sorority Meetings
Advisor Newsletters
Convocations
Admissions Materials
Media Presentations
Posters

RECOGNITION OF GOOD ADVISING

Advising is an activity which carries little or no recognition or reward in the reinforcement scheme of many institutions. Good advising, like good teaching, publication, and research needs to be recognized. The type of reward system employed is obviously closely related to the importance placed on academic advising at any given institution. Administrators need to continually emphasize the importance of advising and give it proper recognition on the campus. Institutions may demonstrate their recognition and concern of good advising by a variety of means. Some representative ways include:

1. Extra Compensation.
2. Reduction in work load, committee assignments, administrative assignments, etc.
3. Award for outstanding advisor.
4. Appreciation lunches or dinners.
5. Paid in-service training session at desired off-campus location.
6. Annual listing of advisors rated highly by students to public, governing board, parents, and students.
6. Consideration of advising effectiveness in promotion/tenure decisions.

In addition to extrinsic reward systems it is important not to overlook the intrinsic rewards an advisor may feel by knowing he has assisted a student to successfully obtain his particular educational/career objective. However, without some type of tangible reward system effective academic advising will be more difficult.

SELECTION OF ADVISORS

The selection of those to do the advising must be done carefully. The major criterion in selection of advisors is their interest in doing advising. It is a mistake to assign advising responsibility to those who have little or no interest in working with students in the advising relationship. Perhaps of equal importance is that the advisor express and demonstrate interest in students as persons and exhibit the characteristics of empathy, warmth, intuition, and flexibility. Those selected must also be willing to participate in advisor training programs, give advisees their time, perceive advising as an important function, and be knowledgeable regarding institutional resources, policies, and practices.

Melvene Hardee in her excellent ACPA monograph, "Faculty Advising In Colleges and Universities" suggests that the effective advisor will demonstrate the following knowledge and understanding, skills and abilities, and attitudes and appreciations:

Knowledge and Understanding: The advisor must know the structure of the institution as it relates to schools, colleges, and divisions; the philosophical bases for the liberal or general education program; admissions and retention requirements; course descriptions; high school and college test scores and their relevance to course planning; requirements for specific majors and minors; procedures for scheduling and registration, for dropping and adding courses; procedures for filing declarations, petitions and waivers; methods for referral of students to special services; extraclass activities and their relation to the college experience; community service agencies; campus services - housing, financial aids, and other assistance provided to the student.

Skills and abilities: The advisor must have techniques for interpreting and applying test data, evaluative summaries, student and class profiles together with other information provided by the several offices - admissions, records, counseling, research - as these facilitate the advising of students. He needs skills in relating to high-ability students who are not achieving, to the borderline achiever who aspires to excellence, to the probationary student - all the combinations of able and less able students in the competitive collegiate culture. He must have abilities in diagnosing student problems and for correct referral for special aid; skill in assessment of student progress, in motivating students to accept responsibility for their own achievement, and finally, for the integration of their learning experiences.

Attitudes and Appreciations: The advisor must appreciate the role of the institution in its educational mission - the place of a college or university in the society; the role of administrators who make institutional decisions, of faculty members who implement the objectives of the institution, of special-services personnel who have contact with the student in the residence hall and in other areas - governmental, religious, recreational, or scholarly; appreciation of student likenesses and differences; and appreciation of the student's goal of changing institutional procedure, societal structure, and his own personal world. That the faculty member needs to develop a positive attitude toward his role in relation to the educational mission is assumed.

In summary, a good advisor should have the following characteristics:

1. Interested
2. Knowledgeable
3. Available
4. Concerned for individual student development and growth
5. Knows when to refer

6. Uses all available information
7. Possesses humanistic advising skills
8. Willingness to improve

IN SERVICE TRAINING

By in large, institutions have done an inadequate job of training those involved in the advising process. Well planned and presented in-service training sessions can be of great assistance to the advisor.

Thomas J. Grites, Director of Academic Advising, Stockton State College and Joseph F. Metz, Assistant Dean for Undergraduate Studies, University of Maryland, have suggested the following six training modules as pertinent to the training of academic advisors:

1. Basic Information Skills: Includes knowledge of general education, course availability, program requirements, registration procedures, and all academic rules and regulations, especially for academic retention.
2. Career Development and Decision-Making Skills: Includes exploration of both short and long-range life and vocational goals, the compatibility of those goals with a chosen field of study, and alternative career planning; also includes defining limitations, circumstances, consequences and alternatives affecting the decision-making process.
3. Communication Skills: Ability to relate the above skills in a meaningful way; awareness of the student's relation to other individuals and groups through listening and feedback.
4. Co-Curricular Activities: Includes more self-awareness and encourages participation in activities and programs

that enhance one's curriculum; some might be cooperative/experiential learning, paraprofessional counseling, tutoring, skills development, student government, clubs, and honorary societies.

5. Environmental Perspective: Emphasizes the environmental characteristics that influence the student's life on campus; some of these are evident in the nature and characteristics of returning women, minorities, veterans, commuters, transfers, the culturally different, the exceptionally talented, the handicapped, the international, and the part-time evening student.
6. Developmental Perspective: Includes simple assessment of the cognitive and affective development of students and the psychological support systems they employ; emphasizes utilization of basic counseling techniques and appropriate referral processes.

Training sessions can be structured around those needs perceived as most important to advisors. These sessions can be made more meaningful and interesting by the development of appropriate handout materials, use of campus experts as presentors (i.e., Director of Counseling on basic counseling skills and techniques), video-tape, simulation and role playing. Training sessions and support materials can directly address some of the following common deterrents to effective academic advising:

1. The advisor is unfamiliar with curricular offerings, core requirements, referral sources, job opportunities, use of available data sources (ACT Student Profile Report).
2. The advisor is unfamiliar with various administrative procedures and forms used in the advising process.

3. The advisor is unclear as to the role of the advisor.
4. The advisor is unfamiliar with basic advising and counseling skills.

ADVISING HANDBOOK

Providing the advisor with a comprehensive and usable advising handbook is a challenging task. Advisors cannot be expected to "store" all necessary information in their heads. The Advisor Handbook that is attractively done, easily indexed, and contains needed information is an indispensable tool to good advising. Since it is important that the Handbook be kept current, a looseleaf notebook approach is often desirable.

Following is a typical content outline for an Advising Handbook:

TOPICAL SAMPLE OUTLINE FOR
ADVISOR'S HANDBOOK

1. Yearly academic calendar.
2. Statement from President on importance of academic advising.
3. Institutional policy statement on academic advising (role of advising).
4. Description of institution's advising system.
5. Statement on advisor and student responsibility in advising.
6. Advising skills and techniques.
7. Refferal directory with description of student support services.
8. Questions and answers to common questions advisees may ask.
9. Use of available information sources.
10. Description of ACT Student Profile Report (SPR) and its use in advising.
11. Statement of academic standards and practices.
12. Registration information.
13. Description of general education requirements.
14. Graduation requirements.
15. Explanation and examples of forms used in advising.
16. The advising folder..
17. Advisor resources (i.e., checklists, inventories, relevant hints, articles, occupational outlooks for effective advising, suggested programs for various majors, evaluation forms).
18. Campus telephone and mailing directory.

James T. Lawrence, Director of Advising, College of Arts and Science, University of Alabama, addresses the need for an advising manual in the introduction to his Academic Advising Guide.

> *"Should there be an advising manual for faculty and graduate assistants? There are two answers to this question; a humanitarian one and a practical one. First, students in college need advice. They will not take the time nor do they have the interest to discover the rules and regulations of the university. They will not seek career information nor adequately solve their own personal problems. There are offices of advising scattered all over campus, but you have two advantages that these offices do not; you are convenient and you see every student. So, you can provide the university and the students a great service by accepting this advising role.*
>
> *The other reason is a much more practical one. The Academic Policy Manual of The University of Alabama, the primary document of university operations, states that "the duties of a member of the faculty of The University of Alabama include instruction, advising students, research both for scholarly publication and for the improvement of classroom instruction, and service to the University and the community." There it is in black and white - "advising students." This is part of your responsibility to the institution. And with the renewed interest in recruitment and retention, your advising role might be given increased consideration in the reward system of the university.*
>
> *Thus the need for this manual exists. It is not a statement of academic regulations because they can be found elsewhere. Nor is this work "official" in any sense of*

> *the word. The formal statement of rules and regulations can be found in the University of Alabama Catalog, the Faculty Handbook, and the Academic Policy Manual. This work is an informal attempt to expose, emphasize, clarify, and discuss those regulations and thereby to make them better understood by any advisor or potential advocate."*

As a general rule, advising handbooks contain too little information relative to the role of the advisor and generic advising information and techniques useful to the advisor in carrying out his responsibility.

GOOD INFORMATION ABOUT ADVISEES

Good advising is built on the premise that an advisor can never know too much about a student. The quality of an individual student's educational/career decisions increases directly with the amount of relevant information available to the student and the advisor. All good advising programs have an information base for use by the advisee and advisor during the advising process.

This information base is many times in the form of an advising folder supplemented by appropriate outside reference sources. Information typical to most advising folders include:

1. ACT Student Profile Report (SPR)
2. High school transcript
3. College transcript or grade slips
4. Planning worksheets
5. Anecdotal record of significant discussions
6. Other documents or materials deemed helpful to the advising process.

The ACT Student Profile Report (SPR) represents an outstanding information source and tool for academic advisors in working with freshmen. Student needs can be effectively matched with institutional resources. The SPR:

1. Presents a comprehensive picture of a student.
2. Is available in advance.
3. Is easy to use and interpret.
4. Is useful in ascertaining patterns of consistency and inconsistency.
5. Provides advising leads and points of departure.
6. Is an advisory tool.
7. Relates to common advising concerns.

FREQUENCY AND QUALITY OF STUDENT CONTACT

Dynamic advising programs are characterized by both frequent and quality contacts between advisor and advisee. Good advising is not simply seeing a student once a semester or twice a year to approve a course schedule. Obviously it is not necessary to have daily contact, however, many students need to see their advisors on a somewhat frequent basis. On occassions advisors may need to be intrusive and seek advisees out and invite them to discuss matters of common concern. Frequency of contact tends to strengthen the quality of relationship between the advisor and advisee. Contacts which have been deemed to be the most influential don't always need to be in the advisor's office but might take place in the Union, the advisor's home, or in some other campus setting. A quality advising experience involves an approach where the advisor and advisee discuss a wide range of topics relating to the student's life goals, educational/career goals, educational program, progress and problems.

Advisors should plan to be available for conferences with advisees regularly throughout the semester. The following times are especially important:

1. Preregistration advisement.
2. Prior to any change of classes.
3. Prior to a change in major.
4. Following any report of unsatisfactory work.
5. Prior to withdrawal from the college.
6. When a student is experiencing personal, social adjustment or academic problems.

It is not always necessary to meet individually with students to accomplish the purposes of advising. Small group sessions often provide an opportunity for the advisor to work with students in an effective manner.

In his study of institutional provisions for advising in the Florida statewide system of higher education, McGirt determined that the content covered in advising conferences at the basic or lower-division level included the following in descending order of frequency. (The most time-consuming advisement topics were those indicated with an asterisk.)

- * Current course selection
- * Long-range course planning
- * Adding or dropping courses
- * Career planning
- * Orientation to the institution
- * Improving academic performance
- * Transfer of credit
- * Consideration of graduate study
- Adjustment to institutional life

Interpretation of test scores
Problems relating to instructors
Personal problems
Financial problems
Withdrawal from the university.

REASONABLE STUDENT LOAD

Advisors, to perform their responsibilities effectively, must be assigned a reasonable advisee load. Too many advisees will inevitably result in unavailability, hurried meetings, not getting to know advisees on a personal basis, and in general, poor advising experiences for students. Determining a reasonable student load will, of course, depend on a number of variables such as teaching load, committee assignments, research and publication commitments, outside activity, and if it is a full time or part time responsibility.

GOOD REFFERAL SYSTEM

Successful advising is predicated on a good refferal system. A major responsibility of an academic advisor is to:

1. Develop a thorough knowledge of the many support services available on campus.
2. Accurately perceive the needs of an advisee.
3. Match those needs to existing campus resources.

Many advisors, however, refer too quickly without taking the time to discuss in full the situation with a student before determining the best refferal source. Clearly, the academic advisor should not attempt to be "all things to all people." There are a myriad of resources on every campus better equipped to assist students in a meaningful manner than the academic advisor. The effective advisor makes full use of these resources. Because of the importance of referrals it is imperative that those advising have a full knowledge of the resources available and the referral procedures and process.

In making a referral an advisor would usually find it helpful to:

1. Clarify with the advisee just why the referral is being made.
2. Explain what kind of service is offered by the referral agency and realistically what help the advisee can be expected to receive.
3. Help the advisee to make the appointment. Give him complete instructions as to how to contact the person or agency to whom he is being referred. It is often helpful if a referral is made to a specific person rather than to just a service.

ADVISEE SATISFACTION WITH THE ADVISING PROCESS

As the primary beneficiary of the advising process, it is important that the advisee perceive the advising process in a positive manner. Student satisfaction is highly dependent on the quality of the advisee/advisor relationship. This is dependent on a number of factors.

In a recent evaluation of the advising services at a large public university students used the "comments" section to express their feelings. The following recurring themes emerged:

1. Availability - (REPRESENTATIVE COMMENT): "If my advisor would just once be available during registration I would feel a little better. I've heard that he is outstanding if you ever get to see him!"

2. Personal interest - (R.C.): "I hope that advisors show more concern of a student as an individual, so that a student can open her mind and discuss her problem."
3. Incorrect advice - extra time to graduate - (R.C.): "I will be graduating in Dec. 1977. I was supposed to graduate in May 1977 but am 12 credits short, owing to my advisor telling me wrong courses for my major three different times. I wonder how often this happens to other students!"
4. Knowledge about advisors - (R.C.): "I don't recall ever even knowing who my advisor was - maybe there should be more of an effort to make students aware."
5. Concern about student advisors - (R.C.): "Get rid of the student advisors because they don't know their --- from a hole in the ground!"
6. Compliments to individual advisors - (R.C.): "I was recommended to see (advisor's name) for advisement by a former student. He proved to be a concerned individual who would tolerate student intrusions without complaint and always took an active interest in me and my various academic and non-academic related problems. He has been a great help to me during my 'transfer crises'."
7. Run-around - (R.C.): "It seems that in every contact I have made with the University administration (including advisors) everyone just sends me to someone else. I have gotten to the point of wondering if anyone knows what he's talking about!"

James T. Lawrence, University of Alabama, reminds advisors of the proper relationship between advisor and advisee:

> "There is one last topic to be discussed in this Guide that is important to good advising: Teacher/student distance. As you advise a number of students, and your advice is helpful, some students will begin to return to you for more aid. Often a friendship will form that can be quite pleasant and fulfilling. But I suggest that you maintain that one last bit of distance between the two of you. Otherwise, you jeopardize the authority that you might need to help the student. Many students look for faculty members who can become buddies and pals -- if you need friends, go ahead; but your advice will become, for the most part, ineffective. On the other hand, a faculty member who does not want to get involved, who is cold to students and their problems, is useless as an advisor. This faculty member helps no one and misses part of the essence of college -- the active, inquisitive, but sometimes confused mind of the 18-21 year old. So learn the tools of the advising trade, establish a proper distance, and do yourself, the student, and the college a favor -- give some good advice."

Students cite most frequently four major factors as important to them in the advising process. These factors are:

1. Accessibility
2. Specific and accurate information
3. Advice and counsel
4. A caring and personal relationship with their advisor

EVALUATION

Advising programs require systematic and periodic appraisal. The first step in developing an evaluation system involves the establishment of measurable criteria. Such criteria might include, but not be limited to, length of contact, frequency of contact, topics discussed, accessibility, number of referrals, student satisfaction, number of registration errors, retention of advisees, and institutional knowledge. Primary evaluation should be by students supplemented by an advisement supervisor or coordinator and by self-evaluation. Methods of evaluation generally include questionnaires, statistical data, and counts.

APPROPRIATE DELIVERY SYSTEM

Institutions often select an inappropriate delivery system for academic advising. What works well at one institution may not work well at another institution. It is important that each institution select a delivery system or combination of delivery systems most appropriate for their institution and student body. No existing model of academic advisement has proved to be the most successful and workable. Who does the advising or even how it is delivered is probably not as important as the commitment to the process and the ability of the individual advisor.

BASIC ELEMENTS IN DEVELOPING & IMPLEMENTING A SUCCESSFUL ACADEMIC ADVISING PROGRAM

1. ADMINISTRATIVE SUPPORT
2. INSTITUTIONAL POLICY
3. RECOGNITION/REWARD SYSTEM
4. SELECTION OF ADVISORS
5. IN-SERVICE TRAINING
6. ADVISING HANDBOOK
7. INFORMATION ABOUT ADVISEES
8. FREQUENCY AND QUALITY OF CONTACT
9. REASONABLE STUDENT LOAD
10. REFERRAL SYSTEM
11. ADVISEE SATISFACTION
12. EVALUATION
13. APPROPRIATE DELIVERY SYSTEM

BASIC ELEMENTS

1. ADMINISTRATIVE SUPPORT

- RECOGNIZE ADVISING AS IMPORTANT AND NECESSARY SERVICE
- SUPPORT BOTH FISCALLY AND PSYCHOLOGICALLY
- ALLOCATE HUMAN, FISCAL, AND PHYSICAL RESOURCES
- ASSIGN RESPONSIBILITY AND AUTHORITY
- PROVIDE INFORMATION SYSTEM
- RECOGNIZE GOOD ADVISING
- DEVELOP INSTITUTIONAL POLICY

2. INSTITUTIONAL POLICY

- WHAT ARE THE ADVISING NEEDS?
- WHO WILL DO THE ADVISING?
- HOW WILL ADVISORS BE SELECTED, TRAINED, SUPPORTED AND RECOGNIZED?
- WHO WILL BE RESPONSIBLE FOR THE ADVISING SYSTEM?
- HOW WILL ADVISING SERVICES BE DELIVERED?
- WHAT IS THE RELATIONSHIP OF ADVISING TO OTHER SUPPORT SERVICES?
- HOW WILL THE ADVISING SYSTEM BE COMMUNICATED?
- HOW WILL INSTITUTIONAL RESOURCES BE ALLOCATED?

BASIC ELEMENTS

COMMUNICATING THE ADVISING SYSTEM

- Catalog
- Student handbook
- Letter to students and parents
- Faculty meetings
- Departmental meetings
- Posters
- Advising handbook
- In-service training
- Admissions materials
- Advising brochure
- Orientation
- Campus publications, radio, TV
- Residence hall meetings
- Media Presentations
- Advisor newsletters

3. RECOGNITION/REWARD SYSTEM

- Extra compensation
- Reduction of workload
- Advising award
- Appreciation lunches or dinners
- Listings of outstanding advisors
- Consideration in promotion/tenure decisions

BASIC ELEMENTS

4. SELECTION OF ADVISORS

CHARACTERISTICS OF THE EFFECTIVE ADVISOR:

* INTERESTED
* KNOWLEDGEABLE
* AVAILABLE
* CONCERN FOR INDIVIDUAL STUDENT GROWTH AND DEVELOPMENT
* KNOWS WHEN TO REFER
* USES ALL AVAILABLE INFORMATION
* WILLINGNESS TO IMPROVE
* HUMANISTIC ADVISING SKILLS

5. IN-SERVICE TRAINING

TYPICAL TOPICS:

* BASIC INFORMATION SKILLS
* ADVISING/COUNSELING SKILLS
* DECISION MAKING SKILLS
* CAMPUS REFERRAL SOURCES
* CAREER INFORMATION AND EMPLOYMENT OUTLOOK
* TYPICAL STUDENT PROBLEMS
* THE ADVISING SYSTEM

BASIC ELEMENTS

6. ADVISING HANDBOOK

SAMPLE CONTENTS:

- ADVISING POLICY
- DESCRIPTION OF ADVISING SYSTEM
- DEFINITION OF ADVISING
- ADVISING SKILLS AND TECHNIQUES
- REFERRAL DIRECTORY
- QUESTIONS AND ANSWERS TO COMMON QUESTIONS
- USE OF INFORMATION SOURCES (ACT)
- CHECKLISTS, AND ADVISOR RESOURCES
- ACADEMIC STANDARDS, POLICIES, AND REQUIREMENTS

7. INFORMATION ABOUT ADVISEES

- ACT STUDENT PROFILE REPORT (SPR)
- HIGH SCHOOL AND COLLEGE TRANSCRIPTS
- COLLEGE GRADE SLIPS
- PLANNING WORKSHEETS
- ANECDOTAL RECORDS
- OTHER

BASIC ELEMENTS

8. FREQUENCY AND QUALITY OF CONTACT

- Important Contact Times:
- Pre-registration/registration
- Prior to any change in classes
- Prior to declaring or changing a major
- Following any report of unsatisfactory performance or attendance
- When a student is experiencing personal, social, or academic adjustment problems
- Prior to withdrawl

9. REASONABLE STUDENT LOAD

10. REFERRALS

In Making Referrals:

- Don't refer too quickly
- Clarify why
- Explain service and expectation
- Make referral to specific person if possible
- Assist student in making appointment
- Follow-up

BASIC ELEMENTS

11. ADVISEE SATISFACTION

    Factors Important to Students:

    * Accessibility
    * Specific and accurate information
    * Advice and counsel
    * Personal and caring relationship

12. EVALUATION

    * Establish measurable criteria
    * Students, self, coordinator
    * Questionnaires or inventories
    * Statistical data and counts

13. APPROPRIATE DELIVERY SYSTEM

    * Self-advisement
    * Peer advisors
    * Computer assisted advising
    * Para-professional advisors
    * Faculty advisors
    * Counselor advisors
    * Academic advisement centers
    * Some combination of the above

DELIVERY OF ACADEMIC ADVISING

DELIVERY OF ACADEMIC ADVISING

"It's more important to know where you are going than to get there too quickly. We should not mistake activity for achievement."

Newcomer

Academic advising in colleges and universities is characterized by its diversity.

Successful academic advising models often employ some combination of various delivery methods. Following is a brief sketch of the most common methods of delivering academic advising services.

SELF-ADVISEMENT

This method makes the student responsible for their own advising. This delivery system, often used for upperclassmen, acknowledges the increasing maturity of students and adopts the position that students should be permitted to exercise independently their own judgment in the choice of their academic program. The major weakness of this approach is the absence of the opportunity to interact and develop a meaningful relationship with an experienced and knowledgeable advisor. It assumes the primary purpose of advising is schedule making. Students are provided with course information, class schedules, requirements, and instructions and make their decisions without assistance from anyone.

This approach is exemplified in the following recommendation from a study committee at a large public university:

> *"Creation of a largely non-mandatory academic advising program which would allow all students except freshmen and beginning transfers to decide for themselves whether or not to seek the advice of an academic advisor when making out their schedules...the University has an obligation to guide carefully the freshman and new transfer and to provide in the catalog accurate and clear statements of its requirements. Well-informed academic advisors should be available for all students who seek advice. However, the mature student frequently is able to determine for himself what he must do to meet the institution's requirements and such mature students ought to be encouraged to be self-reliant and responsible for establishing their academic programs."*

PEER ADVISING

Peer advising has proven to be a successful method of delivering academic advising. Fellow students are often quite knowledgeable about courses, instructors, ways to avoid administrative red tape, and the effectiveness of support services. Students many times find it easier to talk with other students about their academic and personal problems. Careful training of peer advisors is essential to the success of this method of providing advising services. Peer advising is particularly effective if used in combination with another delivery system. Peer advisors seem to work particularly well in residence hall settings. The primary disadvantage is the lack of maturity, experience, and turnover of peer advisors.

COMPUTER ASSISTED ADVISING

In this method of delivery the student interacts with the computer via a CRT to obtain needed information on availability of courses, requirements, career information, etc. If the only purpose of the academic advising process was information giving then this method would be adequate. However, it obviously lacks the important characteristic of developing a relationship between the advisor and advisee which is so critical to good advising. Properly installed it can also be quite an expensive delivery mechanism. It can serve as a useful adjunct to an advising system.

PARA-PROFESSIONAL ADVISORS

Para-professional advisors can be effective in providing information to students. Like peer advisors they need to be well trained. They often lack the ability and background to provide in-depth academic advising to students. Para-professional advising can be a rather inexpensive way to deliver academic advising services to students on a full-time basis.

FACULTY ADVISORS

By far the most common delivery system is the use of faculty for the academic advising function. This delivery system, as others, has its advantages and disadvantages. Faculty advising appears to be quite variable and subject to some of the following problems:

1. Faculty tend to be focused on their subject matter area and lack University-wide information.
2. Faculty advising generally lacks institutional support (e.g., release time, reward systems) and is thus often poorly coordinated and does not provide for in-service training time.
3. Faculty are often busy when the students need advising and thus appear inaccessible.

4. Faculty rarely have the motivation (or incentives) to seek out critical advising data such as employment trends, other institutional requirements, etc.

Faculty advisors, on the other hand, are experts in their discipline and knowledgeable about specific courses in their department and in educational/career opportunities in their area of concentration. The advising process also facilitates the development of mutually beneficial relationships between student and teacher.

Hardee, in the monograph "Faculty Advising In Colleges and Universities," discusses the various methods by which faculty advisors are assigned:

1. In some institutions, all full-time teaching faculty are assigned to year-long advisory duties. Although the new faculty member should be told of the requirement at the time of his hiring, not all new faculty members are told.
2. An adaptation of the foregoing system occurs in some institutions where all full-time teaching faculty are used to "advise" students initially (convoy them through registration), with reassignment of students thereafter to a corps of selected faculty personnel who continue to advise them for the remainder of a given year or for the duration of enrollment.
3. In some institutions, a corps of advisors is selected whose members are given reduced teaching load and additional monetary compensation. These advisory persons are usually accorded office space near the counseling unit in order that close working relationships between advising and counseling personnel are possible.

4. An adaptation of this third plan is the selection of a corps of advisors who receive no additional compensation for the assignment but are accorded a reduced teaching load or other work adjustments.
5. In many institutions, faculty advisement proceeds on an optional basis. Only those who are interested in doing advisement are included in the program. There may be additional compensation and a reduced teaching load, but often there is no such adjustment.

Dr. Hardee summarizes the status of faculty advising as follows:

> *"So it has been many things in its time: Friendship in matters in which assistance is needed by students, a medium of communication between student and faculty, tedious clerical work combined with hit-and-run conferences, and a preventive means for avoiding later explosion in counseling office and health center. Faculty advising is dignified and derided, much desired but often denigrated, done well and done ill."*

COUNSELOR ADVISORS

In some institutions the advising services are provided through the counseling center and the use of professionally trained counselors. Since good advising is basically a counseling function, such a delivery system seems appropriate. However, there are often not enough counselors available to provide in-depth academic advising and their time might be better spent on personal and emotional problems of students.

ACADEMIC ADVISEMENT CENTERS

The most recent development in the delivery of academic advising services is the establishment of centralized academic advisement centers. In brief, the center is a student service agency designed to provide guidance and information to assist students in their academic decision making and progress. Such an approach can result in accessible and effective advising services being made available to students. Advisement Centers are often supplemented by faculty advisors.

SUMMARY

Deciding on the appropriate delivery system is the first step in developing an effective advising program. It is important to remember:

1. The effectiveness of various delivery systems will vary by campus and sometimes within campuses.
2. Delivery is not as critical as commitment and interest.
3. Some mixture or combination of delivery systems usually holds the most promise.

AN ACADEMIC ADVISING SYSTEM

Donald L. Delong
University Coordinator of Academic Advising
Western Michigan University

When most educational institutions consider upgrading their academic advising activities, they usually begin by discussing how to get advisers to do a better job. It is not difficult to find all the literature you want on what advisors should or should not be doing. With the growing interest in retention and enrollments, the benefits of a good advising program become obvious. But, how does an educational institution really make the changes it needs to make? One approach would be as follows:

1. An institution-wide committee should be established to determine what kind of academic advising system the institution needs. Here the emphasis is on system.

2. An administrator should be appointed who is responsible for the academic advising system. The responsibility should not be given to an already established administrator who can wear another hat. And it shouldn't be given to the office it seems to fit. The appointment of an administrator who reports to the academic vice-president may be the key to changing the academic advising system. At Western Michigan University the title is "University Coordinator of Academic Advising." What does the University Coordinator do? The Coordinator:

    a. Works with the Admissions Office for the purpose of insuring students receive accurate instructions on how to use the academic advising system (each college has a unique system).

b. Works with the Orientation Office to make sure advisors work as a team as new students enter the institution.

c. Evaluates the Catalog as a useful tool for students seeking academic information.

d. Makes sure secretaries and receptionists know where to send students both within their own departments and within the University.

e. Creates materials to encourage faculty members to develop a referral system (i.e., when a student has a problem, the faculty member should have access to the the name and number where help is available).

f. And most important of all, be the voice on the campus for academic advising.

Yes, the description above is meant to be "nuts and bolts." But, it is exactly the "nuts and bolts" which make an academic advising system become a system.

The administrator for academic advising also creates an institution-wide academic advising committee. That committee has a membership of people who are responsible for academic advising within their departments and colleges. Their primary function is to coordinate the advising system within their departments and colleges and at the same time assist in creating an institution-wide cooperative unit which serves all the students.

It is not the intent of this paper to present a detailed rationale for thinking about academic advising as a system. The purpose is simply to suggest that once a plan has been established, someone must be given the responsibility and authority to make the plan work. All the directives, memos, and "don't you think we ought to" meetings in the world aren't going to create an advising system which serves both the institution and the students.

1.55

MANAGING FACULTY ADVISING

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Introduction:

The Framework and Model

Most humans, when faced with a situation that is difficult, unpredictable, or stressful search about within themselves for a solution based on associated experience of their fantasies of how things might be. Gosling and Turquet (1967) point out that a model is needed to link this inner search for possible solutions with external reality as well as one that will encourage both the freeing of fantasies and the testing of them against reality.

We believe that thinking about, planning for, and implementing advising programs are activities that require help for participants so that they may reflect on their part in the process. This manuscript is based on a fundamental assumption about the relationships between the different players in an advising scenario. Specifically we think one may describe, as basically similar, relationships between ourselves and you the advising manager, between the advising manager and faculty advisor, and between the faculty advisor and student advisee. Although the concept about relationship similarity is tenuous for certain of the many comparisons that could be made it does have useful implications for advising.

One of the factors that seems to be present in each of the three relationships is a sensitivity to the other person in the relationship without sacrificing or losing sight of the task that is to be accomplished. Namely, facilitating the exploration, growth, choice or action on the part of the recipient partner. Another factor is that although the providing colleague need not necessarily act in an authoritarian manner the person in that role will be perceived as representing, and to some degree will represent, an authority figure. This process generates consequences and implications for the relationship that we think are strikingly similar for the three pairings.

Another reason for thinking about the three pairings in similar ways is the interchangeability of roles between pairs. In your case you assume one role vis-a-vis us as you read this, you assume another very different role when as advising manager you meet face-to-face with faculty advisors. The faculty advisor has a similar experience. When meeting with you the faculty advisor may be seen as assuming an advisee role with you as advisor. When meeting with students faculty are in the advisor role with students as advisees. Basically, we propose that one may learn about the intricacies of being in the provider role by experiencing and analyzing reactions to being in both the recipient and provider roles.

Thus, we wish to point out that your reactions to the notion of us as advisors and you as advisee has some, we hope useful, implication for your relationship to faculty advisors. Similarly your discussions with faculty advisors about their experience of you as advisor and themselves as advisees has implications for actions that faculty advisors take with student advisees. We are aware, as mentioned earlier, that the analogousness of the three pairings is something less than perfect. Imperfections notwithstanding the similarity between them is such that we think your contribution to the advising program will be enhanced as you explore the pairings and use them in your work.

One value of using this model of the similarity between pairs is that it provides one avenue for both experiencing and then analyzing a situation. Thus, for your advisors the model is one means of inviting them to recognize, label, and discuss their behavior in a particular interaction with you and to hypothesize or project implications for their own work with students. Although the use of such an approach does generate stress for both parties it also invites the participants to separate and examine both fantasy and reality. For example, as you attempt to explore with advisors their responsibilities as advisors their reactions may be similar to reactions that student advisees have to similar attempts by the advisor in the advisor-advisee interaction. The fact that such a reaction by the advisor to your overture about advising duties may be both experienced and examined holds promise for improving the nature of the interaction between you and the advisor and between the advisor and the advisee.

The model may be used both to generate or to analyze information about the advising process or the advising system. We assume, of course, that most of what the advisor-advisee interchange should contain may be replicated and examined in the manager-advisor interchange. Our task in this manuscript is to see if we may do as well in creating some of those exchanges between our words in the manuscript and yourself that may be used in your work as advising coordinator. You know our intent, let's pursue the objective.

Chapter 1

Managing and Management of Faculty Advisors

QUESTIONS:

√ WHY IS IT IMPORTANT TO MANAGE?

√ CAN FACULTY ADVISORS BE MANAGED?

√ WHAT ARE THE ADVANTAGES OF ADVISOR MANAGEMENT?

√ WHAT ARE SOME OF THE PROBLEMS OF MANAGING?

"Managing faculty advisors" is a title that many find pretentious and full of negative images. Pretentious because they don't believe faculty can be managed, full of negative images because they have a dim view of management and managers. Nonetheless, the managing of faculty advisors is an activity whose time has come. Educational institutions can no longer permit ineffectual advising: there is an economic press to utilize faculty in as many roles as possible, a legal press to provide acceptable service to the student consumers and an increased competition between colleges for students because of the dwindling college-age population, among other changes. Colleges must find ways of improving and maintaining advising services if they are to compete successfully in the future.

There is ample evidence in the literature about faculty as advisors that suggests faculty do not become acceptable advisors on their own; counsequently, many institutions are likely to appoint someone to improve the situation, to seek performance from the faculty in the area of advising. Sooner or later that person is going to be confronted with situations that arise when one attempts to manage faculty advisors.

Perhaps it is worthwhile, therefore, to attempt to describe the activities that circumscribe the particular entity we have termed the management of faculty advisors. This phrase encompasses the rational assessment of the advising needs of an identifiable group of students, the formulation and presentation of a faculty advising plan to concerned faculty, the organization of faculty over whom you have no control, authority or power or whom you did not even select into an effective task group, the training of faculty for a task they are not innately qualified to do and are not knowledgeable about doing, the evaluation of faculty advisors as deliverers of a service, the motivating of faculty who may not want to provide a service, and last but not least, the rewarding of faculty service without being able to provide either money or promotion to faculty for their efforts. Although this description of managing faculty advisors might be expanded much if any additions are primarily details or more specific criteria.

Definitions of management vary from source to source, but not greatly, suggesting that differences in definition probably result from unique environments. It is therefore appropriate to begin with some of these definitions to develop the aspects that are particularly germane to the management of faculty advisors. Levitt (1976) defines management thus:

"Management consists of the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshalling of the required resources; the rational design, organization, direction and control of the activities required to attain selective purposes; and finally, the motivating and rewarding of people to do the work."

Webster's notes the following: manage (man' ij) to control and direct, to conduct; guide; administer, to render and keep submissive; to wield with address; to contrive to direct affairs; to carry on business or affairs to achieve one's purposes. Together the definitions accurately describe, in general terms, what is necessary to effectively manage any enterprise, task or service, including a faculty advising system. What they don't provide are the details of how one goes about managing, that is, how one actually undertakes the process we have defined.

Management is very much different from managing, the former a noun, a thing, the latter an active verb. It may be helpful to clearly distinguish between the two. Management consists of the following functions:

planning
organizing
staffing
directing (co-ordinating, controlling)
evaluation

Managing is the way one sets about accomplishing these functions. For example, let us look at the first function "planning." Planning can be carried out by a single individual, by a group of persons each of whom contributes, by a group that shares their reaction, by a consulting service from within or without the institution, or by copying plans from similar institutions. It can be done by memo, by word of mouth, by successive drafts, by consensus, by dictum -- or by default. When we refer to managing faculty as advisors, we refer to the way one carries on the various management functions; that is, how the manager produces, in this instance, a plan.

The function that causes most difficulty in the academic setting is directing or controlling. Most academics prefer the word co-ordinating, which may be more accurate. It is not clear whether resistance comes from the fact that persons in academia have such a high regard for freedom that they have an aversion to controlling, or whether they believe that it simply is impossible to control faculty. Perhaps the difficulty lies in the difficulty of separating the function from an activity; it is possible, for example, to perform a controlling function without literally controlling anyone, at least in the sense of using force, or coercion. Clearly one cannot hope to force faculty, at least tenured faculty, to do much, however one clearly can expect to control faculty, although one may have to use logical reasoning, flattery, embarassment, favors or threats to do this effectively. Moreover, co-ordination is a form of control, if we accept that co-ordination really means control by consensus. The question is really how one will control or direct.

WHY MANAGE?

The object or goal of managing faculty advisors is two fold: first, to deliver a service that is acceptable to the consumer (students and their parents); and second, to develop faculty. Development in this context has two meanings, first, in the sense of helping faculty acquire increased personal or technical skills, and second, the development and continued refinement of organizational effectiveness in providing advising services. There are many ways of managing designed to facilitate both kinds of personal development usually through "management" sponsorship of some kind of learning experience, such as a seminar, a retreat, released time, professional conferences, a tuition stipend, etc. In advising, the work itself is an experience in learning and thus the advising activities must be managed in a way that recognizes this important aspect. In other words, the manager must help faculty accept the possibility that advising activities are an acceptable means by which faculty members may themselves continue experiencing, learning and growing as professional persons. While outside seminars may be useful in developing various kinds of advising skills, the day-to-day activities of advisors provide a more fertile ground for development, particularly for the manager who is adept at using experiences common to most faculty members.

Emphasis is placed on the developmental aspect of managing faculty because of the importance of such an effort to the life of the institution. Faculty, usually organized in a hierarchy of committees, control the major events in every student's life, from formulating graduating requirements, approving curriculum changes, arranging for tutors, or deciding who is allowed to continue at the end of the term. Advisors are generally the persons who hear the complaints; hence they are most likely to approach members of the appropriate faculty committee to recommend a change, or at least to inform the committee that a situation exists which requires further investigation. When a committee considers the situation, it is often the faculty who have or are serving as advisors who play the most active role and who offer the critical comments which may determine a course of action. When faculty do not advise, they often are not fully aware of the problems or of the circumstances that generate these difficulties, consequently they frequently make ill-informed decisions. It is much more difficult for staff persons to convince faculty to make a change than it is for faculty to convince their peers. From a management point of view, it is essential that problems be directed to faculty advisors rather than steered away from them, even though a staff person might handle the problem more efficiently or one risks antagonizing particular faculty members by referring problems to them. The task of the manager is not to solve the problem or provide the service but to provide assistance so that faculty advisors may confront, understand and deal with the problem as presented.

Of course, the delivery of a service is important also. The trouble arises when the need to deliver the service comes in conflict with the need to develop advisors by letting them help solve the problem -- as when the manager could do something easier, faster and more accurately than the advisor. The trick is to have the faculty member handle the problem but to do all you can to make sure the student is not jeopardized as a result. This is not always possible to do, and sometimes the importance of giving a student service outweighs the benefits that might be gained by having the faculty advisor brought into the picture. In general however, pursuing the goal of faculty development pays greater dividends over the long haul, particularly as it becomes clearer to faculty that the responsibility for advising rests solely with them. If faculty become successful, or if students become successful, at having you deliver the service, your role as manager will suffer. Management means helping others to deliver the service, and the manager fails exactly to the extent that he/she provides service for students which ought to be provided by faculty.

SOME ORIGINS OF ADVISOR MANAGEMENT

There is a sizeable body of literature about management and managing, spawned originally by the concerns of large industrial organizations. This work was carried forward by academics, often ensconced in their own department of business or public management, but more and more frequently found in diverse areas of applied social science. Social science has made many contributions to the art of management -- who can forget Maslow's hierarchy of needs -- and elevated this endeavor beyond a seat of the pant's effort. It is important to become familiar with the basic concepts of various managerial schemes as a starting point for solving the problems of managing faculty -- particularly as advisors. In particular, the management by objectives scheme has found a wide audience and offers a sound foundation for proceeding with faculty. The other variations of this scheme, such as managing for performance, are well worth studying, since a general understanding of various alternative approaches enhances effectiveness in different environments.

The first important step for the manager is to become familiar with the relevant literature on the subject. One aspect of this is the large body of literature dealing with the management of educational institutions, ranging from detailed discussion of management schemes of various units (departments, colleges, centers, offices) to the management of the entire institution at the presidential level. In addition to these macro-level systems management approaches, there is a significant body of literature analyzing postsecondary institutions as organizations, with many models and theories attempting to discover how the organization works or doesn't work, as the case may be. Because the University often operates in terms of groups, such as committees, task forces, commissions, such group approaches to management problems offer particularly valuable insights to the advising manager. These models help the advising manager understand his or her function as the manager of a system or group which may or may not be in direct competition with other groups for limited resources. If advising by faculty is to run smoothly, this systems outlook, in which the manager is really looking outward to the boundaries rather than inward to individuals, must be understood. Thus an understanding of the management of a group within a large organization is essential.

The advising manager should also be conversant with literature that is directed toward the management of individuals with the units -- most often faculty. This aspect of management has not been as intensely studied for a variety of reasons: for example, it is easier to study groups and their interactions, the management of faculty appears to be contrary to the idea of faculty-ness which is freedom, institutions have been in a period of prosperity where it was not necessary to manage faculty, and management oriented individuals have not been attracted to the academic situation, or perhaps have found other situations more attractive. To date, much of the literature that does relate to the management of faculty has focused on accepted functions: on the management of the teaching-learning process, on the management of the faculty within the departmental unit, on the development of faculty as persons who need to be capable performers in a wide variety of functional areas. Though these models are not directly applicable to the management of faculty as advisors, they are valuable as insights into the management of faculty as individuals rather than groups, and stand in essence as the other side of the coin when compared to the systems or macro considerations. Because the advising manager must engage in systems activity in the organization and the management of individuals within a single system it is critical that literature relating to both areas be mastered.

Before examining ways in which the research related to managing departments can be applied to managing faculty advisors, it is important to establish the ways in which managing faculty advisors is a unique management situation.

First, the manager is usually outside the department and/or the discipline and thus does not fit, have status as a peer, or legitimacy from the organizing principle of the institution. Second, the activity being managed, advising, is not acknowledged as a contractual obligation of faculty members (such as teaching and research) and thus they can refuse to participate if they so desire. Third, the persons being managed have more authority and power than the manager. Fourth, the manager is usually not in a position to offer professional advancement or other reward for performance, and almost certainly will not be asked to comment on tenure considerations. Fifth, the manager often must work with material he is given; hence, the faculty assigned to advise may have absolutely no interest in delivering the service and almost certainly have not been trained. And last, but certainly not least; the advising manager often does not have faculty rank, and may well be regarded by faculty as "administration" or "staff" which is equivalent to being a second class citizen or identified as the enemy. Note that none of these apply to the usual manager of faculty, the department chairmen.

Because little direct assistance appears in the available literature, one approach is to analyze research and writing that appears to relate to roughly analogous situations. One can then transfer ideas or techniques that parallel the problem confronted in managing faculty as advisors. One particularly valuable source, Examining Departmental Management edited by Smart and Montgomery (1976), deserves special attention here for the following reasons: first, the department is the fundamental unit of the institution and is usually the unit in which responsibility for advising is housed, and second, the department manager is probably the person whose activity most closely resembles that of the advising manager. If one can understand how departments are organized and operated, one can make great strides toward solving the problems of managing an advising system because one will be familiar with the strengths and weaknesses, the arguments and actions that are likely to take place during negotiations between the manager and faculty. Moreover, by studying the behaviors of the department chairperson, it is possible to discover the techniques and strategies that are likely to be successful as management activities and, in a similar way, by contrasting the unique characteristics of the advising manager to the department chairperson, it is possible to suggest specific alterations that may be necessary.

THE DEPARTMENT MANAGER AS AN ILLUSTRATION

The foregoing notwithstanding, the study of department chairpersons offers much to the advising manager. An example of the applicability of the study of departmental chairmen to the problem of managing faculty advisors is Andersons' (1976) observation that one of the important variables for effective chairmen is the nature of the discipline of the department. Effective managing for the department of history is often very different than effective management for mechanical engineering. Quite independently, we have made a similar observation that the effectiveness of the advising manager is a function of the fit between the manager and the faculty: a manager with an historical approach may have great difficulty with engineering faculty. The reason does not appear to be peer respect or lack of it, within the profession; rather, it appears that engineering faculty and arts and sciences faculty think and argue differently and have different skills. Engineers tend to operate a structured environment (witness the curriculum) and argue quantitively often paying little attention to issues of personal development whereas faculty in less technical fields operate in an open environment, argue qualitatively and often have as a focus of concern the development of the individual. Activities aimed at the personal issues of advising would not likely be successful (at least initially) with engineering faculty, nor would the procedural/handbook approach get much response from liberal arts professors.

For both the department chairman and the advising manager it is crucial to match management practice to those you are attempting to manage.

Although the value of Examining Departmental Management stems in part from the fact that some of the information on managing may be transferred to the situation of the advising manager, another reason that information about managing departments is "must" material is the fact that advising by faculty is usually a departmental responsibility, and is therefore a responsibility of the department chairperson. If one is to manage faculty effectively, this usually requires working through (at least in the initial stages) the departmental manager, since this person often appoints advisors and certainly has much to do with the attitude of faculty who are doing the advising. It is therefore critical to be able to interact with, and in some ways manage, department chairmen. The easiest way to become adept at doing this is to be familiar with the concerns of department chairmen since insight into the kinds of constraints chairmen face and the behaviors they are likely to exhibit forms the basis for working with these key persons. Because the collection of essays by Smart and Montgomery analyzes the environment of department chairmen and describes ways in which persons are likely to respond, it provides one means of determining how to successfully work with department chairmen.

One illustration of the value of the insights in the collection is McKeachie's (1976) remark: *"When changes involve the behavior of faculty members or policies requiring implementation in departments, a department chairman can usually say, 'We can't do that'."*

Amazing as it may seem, department chairmen do have the power to say no -- even to requests from the advising manager for faculty from that department to advise. Of course, the "no" may come in many ways: advisors who are not at all fit to advise, assigning too few advisors so that the load of advisees is impossibly high, etc. But unless one understands that chairmen can say no, the manager may make the mistake of approaching the chairman with an initial show of strength, (often in the form of a written memo) which only antagonizes the chairmen and leads to a "no" answer. If this is the stage at which the manager discovers the power of the chairman to say no, a vast amount of damage has already been done and the ability to manage effectively is greatly compromised. Reading this collection of essays and any other materials on department chairmen and their work greatly reduces the chances of errors that cause permanent damage -- and increases the chances of successfully working with these key individuals.

Important as the similarities to the role of advising manager and department chairmen may be, equally important are the unique characteristics of managing faculty as advisors that produce a completely different role. Foremost among these is the fact that in most institutions, advising is not part of the faculty contract: that is, it is not viewed as teaching, research or community service. Consequently, advising managers are in a position where they must manage faculty in an enterprise that is, in a sense, entirely voluntary. If pressed too hard, faculty can simply say: That is not on my contract, and still remain a perfectly respectable member of the institution. On the other hand, the department chairman is responsible for more accepted functions -- usually the instructional program and often for research. It is therefore easier to manage faculty activity in these sectors, because by common agreement each participant recognizes their responsibility in the area of mutual concern and each side can refer to an accepted statement of responsibilities. Whereas department chairmen ahve a contract with which to work, advising managers have no ready-made pact, and thus face the formidable task of producing one.

Another difference of consequence is that department chairmen are faculty themselves and are accepted as peers by their fellows in the department: indeed they may be regarded as more than peers because of their superior professional credentials that brought them to the chairmanship to begin with. Moreover, chairmen may be seen by their faculty as their protector against encroachment by the administration -- even though, at least in theory, the chairman should be the voice of administration within the academic cluster. Frequently, the advising manager is viewed as the encroacher, the administration, and hence is viewed with some resistance. Moreover, the manager is usually not accepted as a peer, and may not have the possibility of relying on status within the profession as a source of power or authority. One of the distinguishing features about managing faculty as advisors is that the manager usually has less power than those being managed. It is this fact that makes it difficult to compare other management situations, since in most organizations management is usually "higher up" the chart and the manager is clearly in a more powerful position by virtue of superior knowledge or special skills held in esteem by the group. It is this upside down aspect of managing faculty advisors which makes it difficult to extract parallels to other management situations.

Another important difference between the department chairman and the advising manager is in the area of motivation: the department chairman is often in a position to offer a professionally acceptable reward for performance in the areas outlined in the contract. Unfortunately, should the advising manager succeed in getting a "contract" there is still a great likelihood that the manager will not be in a position to offer rewards. Whereas the chairman has both a budget and a vote on tenure, the advising manager has neither of these. Moreover, the chairman has a certain negative reward or sanction at his disposal, such as the power to place persons on onerous committees, to assign them to large introductory courses, etc. whereas the advising manager has none of these -- particularly if advising is already considered to be part of the negative reward system. Odd as it may seem, or as anachronistic as it may sound in terms of current management practice, the advising manager has neither carrots to offer nor sticks to wield.

DIFFICULTIES IN MANAGING

The obstacles in the way of effectively managing advisors are many. The one most frequently cited is the term management itself. Faculty may not like the idea that they are being managed, and the prospective manager may be wise to avoid that term and to look to another such as co-ordinate.

But this is scarcely a real obstacle, since the substitution of terms and the careful use of words will generally avoid difficulties. Moreover, most faculty recognize that they are being managed, so it is not as if they are opposed to management activities, it is more that they are opposed to being constrained in regard to their traditional "freedoms" as evidenced by their public reaction when it is intimate that they are being constrained. One may also anticipate however that faculty are becoming increasingly accustomed to the idea that their performance will be evaluated and that the activities of the institution will have to be efficient and effective if the institution (and the faculty) are to survive. Resistance by faculty to the notion of management may be mainly one of resistance to an emotionally laden term.

A more serious obstacle is the very limited number of persons in educational institutions who have the skills, knowledge and experience to manage effectively. Unfortunately, persons formally trained in management have pursued careers in business, government, or health care while, at the same time, persons pursuing careers in the educational arena have not pursued formal training in management. Given economic constraints facing institutions, it will be difficult to add staff with management skills, particularly at a time when overall staffing is being reduced. In an effort to utilize personnel more fully, institutions may well attempt to place those already on the payroll into managerial roles, with or without a training program. If this occurs, the most serious obstacle to effective management may be the manager -- not the faculty.

The other main obstacle to managing faculty advising is institutional, usually having roots in the notion that anyone or at least any faculty member can advise. The corollary is the belief, either on the part of the faculty or the administration, that all one must do is to tell or convince faculty to advise, and once this dictum is accepted, effective advising will follow. Unless or until the institution is willing to commit themselves to advising performance and to follow up on that commitment by giving someone the time and responsibility to manage advisors, effective advising is not going to appear, anymore than effective instruction will appear. It is not so much that faculty can't do the job, as it is that faculty can't do the job alone. They can't do it unmanaged for a number of reasons: the increasing complexity of academic advising through the proliferation of programs and the incorporation of career advising and various degrees of personal counseling, the extension of consumer protection laws to academic institutions, the demand for effectiveness and efficiency from the consumer public, the competition for students among institutions, and shrinking budgets which mandates more effective use of fewer personnel. For all these reasons, the management of faculty advisors is an activity whose time has come.

COUNSELORS AS MANAGERS

It is instructive, we believe, to explore the idea of using members of the professional counseling staff as managers; this would enable the institution to reduce the numbers of professional counselors, obtain fuller productivity from the faculty, and has the added attraction of utilizing professional staff to train and to share their skills with others. If we compare the "set" of activities comprising counseling as contrasted to management, it appears at first glance that counseling professionals may be ill-equipped to serve as managers. On the other hand, if we view management as a facilitating process rather than a controlling process, there are some remarkable similarities: counselors and managers raise alternatives, discuss consequences, place responsibility with the other person, use problem-solving approaches and rely on personal rapport to carry out their tasks. This suggests that professional counselors may possess many of the skills and experiences important to the manager, and that in fact one might develop a management model with strong parallels to counseling models. Unfortunately, many counselors have chosen their profession because they enjoy the personal rewards of working with individuals for whom they develop concern, i.e., because they enjoy delivering the service themselves, not because they enjoy seeing others deliver the service effectively. However, as the counseling profession becomes more familiar with the consultant approach to delivering services the transition to managerial tasks may be easier to effect.

We propose a model for advising managers that has strong parallels to the techniques of counselors and the philosophy of management by objectives. This combination may be familiar to those in the counseling profession who want to alter their careers along managerial lines. The model emphasizes managing faculty on an individual, face-to-face basis, with a framework where faculty must ultimately take the responsibility for advising, and the manager the responsibility for supporting them in that task. While the model recognizes the common realities of institutions of higher education, it attempts to overcome the obstacles of specific environments by directing attention at faculty as individuals -- each with his or her own skills, interests, and personality. To be sure, this model of management is time-intensive, but that may well be the price that must be paid for performance. Continuing efforts to resolve the "advising dilemma" in our institutions may help forge a more sophisticated understanding of how best to proceed. Let us continue, then, to our next chapter which deals with the organization of the advising system.

Chapter 2
Organization of the Advising System

QUESTIONS:

√ HOW SHOULD THE ADVISING SYSTEM BE ORGANIZED?

√ IS IT IMPORTANT THE ORGANIZATION OF THE ADVISING SYSTEM TAKE A SPECIFIC FORM?

√ ARE VARIOUS MODELS OF ORGANIZATION FOR ADVISING EQUALLY EFFECTIVE?

√ SHOULD THE MODEL OF ORGANIZATION FOR ADVISING FOLLOW PATTERNS OF ORGANIZATION FOUND IN THE INSTITUTION?

√ ARE YOU THE PERSON WHO DECIDES WHICH ORGANIZATION FORMAT IS TO BE USED?

Organizations are the cornerstone of social science, for if there were no organizations, social scientists would probably have little to study, less to write about, and less still to think about. It should therefore not surprise us that there are uncountable books on the subject of organizations, uncountable jokes about organizations (remember the one about the committee putting together a camel for a horse -- it's true!), and uncountable interpretations of how organizations operate. It is therefore rather pretentious to talk about the organization of faculty advisors in a single chapter, for, even though this narrows down the topic of organizations considerably, it probably does not go far enough. We shall make no attempt to be comprehensive on this topic; rather we will explore some possibilities which seem to have more merit and validity than others, and allow you to pick what is useful for your particular situation. A compilation of readings on organizations, managing and other related topics is found in the Appendix.

The first point to remember when speaking about the organization of faculty advisors is to resist any temptation to speak of an organization de novo, as if one had the freedom to create an organization, For in fact, one does not have this freedom, or at least one has it only in a very limited degree. The truth of the matter is that you have inherited an organization, a college, a university, or a department, and your task is to organize in a way that is consonant with the way the rest of the institution is organized. You do not have the freedom to organize in a way that runs contrary to the way the rest of the institution is organized. This ought to be obvious and elementary, but it is not, probably because many persons who are in charge of managing faculty advisors are counselors rather than faculty. Hence they are somewhat ignorant of the way the academic institution is organized. Let us therefore repeat the first rule: As a manager you do not have the freedom to organize your advising system in a way that runs counter to the organization of the institution and your first priority should be to understand the way your particular institution is organized.

Before going off to analyze your particular situation, there is much that can be learned about academic institutions in general. There are, for example, several books that deal entirely with the organization of the academic enterprise, and new ones appear every year. Almost all of these have merit and almost all of them illustrate important truths; the fact that there are so many including important elements simply means that educational institutions are extremely diverse. Do not pass up these books, but read them selectively, picking those that seem to relate more closely to your situation. There is little necessity, for example, for a manager in a prestigious research-oriented institution in the East to read a book describing the organization of a small, Midwestern liberal arts institution or a large Western state school. Some degree of enlightenment is also to be found in the many general theories of the educational enterprise -- books which often transcend specific kinds of institutional organizations and look more directly at the organization of education generally.

The common elements really form the basis for our discussion, for the principles for faculty and institution are generally pretty much the same: research, teaching, public service. In short, scholarship and the dissemination of the results of scholarly work -- that is what the institution is set up to do, and what it is organized to achieve. To stimulate the achievement of these goals, faculty are organized into departments, not only for the intellectual stimulation of one another, but also for judging one another's work and making recommendations for promotion (or tenure). Consequently, the department is the "cell" or smallest unit of the total organism -- not only in terms of scholarly production, but also in terms of administration. Normally, for example, departments are the smallest budgetary units, and frequently departments are the smallest units in terms of deciding what courses are to be offered.

Departments are usually managed by department chairmen, who because they may be elected for limited terms, may be far less than all-powerful individuals. Nonetheless, these persons are responsible for heading department affairs: determining who teaches what, determining who receives what kind of a salary increase, or determining how successful the department is in obtaining authorization for a new position from the Provost's office. While different persons use different leadership styles as chairpersons, one fact is inescapable: when you deal with a department, you deal, first and last with the chairperson. Organizational schemes involving faculty, who are naturally oriented toward their own department, that are in disregard of the department chairpersons feelings and predispositions are in great peril from the beginning.

The other point to be stressed is the degree to which faculty look to the department as the natural focus of their activity. Not only is the department the focus of the face-to-face working relationships that govern so much of organizational behavior, it is the power structure within which a faculty member struggles. The department is the source of tenure. Hence, for the first six or seven years, the department is the giver or taker of future academic life. It is the stage upon which departmental politics are played -- whenever a departmental responsibility must be discharged and therefore involves one of the members -- just as the family is the unit in which domestic politics evolve. For the faculty member, the department is the social group, the tribe, the clan and the working team; don't disregard this in putting together a faculty advising organization -- utilize it. Organize your advising system in the same way the rest of the academic activity is organized, along departmental lines.

In a practical sense, this can be done in many ways. It probably means, for example, making the chairperson the first stop in recruiting advisors. It probably means talking about advising as a departmental obligation. It probably means keeping an eye out for an individual's other obligations within the department. It certainly means talking ahead of time with members of the department about the way you plan to evaluate advisors. It should mean clearing with the chairperson information you have about faculty who advise in the department. It may also mean using departmental meetings as a forum for a discussion of advising, or the basis for advisors workshops. It probably means a lot of other things as well -- but whatever they are, think of the department as the basic cell in which they occur.

Once we have defined the basic unit, one can organize within that unit in many ways. Departments must advise freshmen -- who are probably only mildly interested in the department subject area. Look for the generalist in the department to work with freshmen, or, if there is an older professor, what some might call a parent figure, look to him/her as being a very attractive possibility. Sophomores face the decision of choosing a major, and have a greater press for looking at a department than do slightly curious freshmen. Who is the best "pitch" man for the department? Often a young professor, with only a couple of years experience: enough to be long on enthusiasm and also experienced enough to know the way around the institution. Juniors and seniors have even different needs, since they have chosen a department and need to gain some expertise: hence, one may look for advisors among the more mature scholars, who may have relatively little interest in students' personal needs, just as juniors probably have these concerns and questions sorted out and resolved. And for seniors -- jobs and grad schools. Which professor is in touch with the marketplace? Has lots of outside contacts?

Naturally, one has to decide other issues of organization related to the structure within the department cell. Should a student have the same advisor for all four years? Should students have an advisor for shorter periods? What kinds of time periods keep the relationship alive -- for faculty and students? What kinds of time periods keep the relationship from getting started? Who do students see when their advisor is out of town? The department chairperson? The professor almost emeritus? How many students should each advisor handle? Is the number of freshmen assigned to a department greater than the number of seniors due to natural attrition? All these points must be considered.

Another organizational point transcends the department cell, namely, how does your organization relate to the goals of the institution as a whole? Or, to put it in another way, if the department is the cell, what does the organization look like? How is the organization arranged above you as well as below? How does your collection of cells relate to the body as a whole? In looking at the need to make your organization "fit" the academic institution, we started with the premise that faculty are judged on teaching, research, and community service. No mention of advising. Where then does advising fit? Is it administration? Is it a support-service function? Is it simply an add-on? This is a key question because every organization must report up as well as down. If faculty are the service providers they must be able to look "up" and see where the advising organization ties into the whole structure. Organizationally, what they see will go a long way in determining how they act, and ultimately, how you act.

Of course, there are many ways of tying advising into the structure of the institution including all of those mentioned above. However, if you have a choice, opt for tying to an academic dean. Do what you can to be mainstream academic -- not only by using faculty, but by reporting to the top of the faculty structure: The Dean of a College or School. If you don't anchor the enterprise to an academic Dean, you run the risk of being taken very lightly. The reason: you haven't tied into the basic faculty goals, and the goals of the institution, by reporting to a chief academic officer. Unless you do that, you are going to be considered an add-on, no matter how you look at it, because advising cannot be tied to the faculty goals in any other way. The point: if you can't claim direct access to teaching, research or community service, at least claim academic legitimacy by virtue of your organizational placement.

The importance of this should not be underestimated. If you report to the Dean, you are well on the way to obtaining accountability within the advising organization, because you can influence decisions concerning faculty through the Dean: that includes salaries, promotion to tenure, work load, and perhaps most important of all, reputation with peers. It is not so much that you can stop a raise, or have someone denied tenure; rather it is the fact that you can build up a person's career and reputation among peers. You can offer recognition -- no small point with the ego of the average faculty person. You can have a compliment or two fall from the lips of the Dean in a faculty meeting or at lunch. You might even have good advisors cited by the Dean in the annual report, or encourage the Dean to start a program to recognize good advisors just as one might recognize good teachers. But this only works if you are tied into the academic dean: such recognition from an "administrator" is almost a compliment from the enemy, and, rather than working for you, may even work against you.

The third organization point of importance is more closely related to you. The Dean is not going to work directly with faculty on advising, you are. You must provide leadership (not only for the faculty but for the Dean as well), but you really do not have the authority by virtue of position (even though we have spoken of "up" and "down") to produce control. How then will you structure the organization to allow you to provide leadership? By virtue of your position in a hierarchy (remember that a faculty member is the highest celestial being in the universe)? By virtue of your credentials that will give you authority based on knowledge (do you have a Ph.D. in an academically respectable field?)? By virtue of personal relations in a system of equals (not how to win by intimidation)? Or by virtue of the type of structure you set up in organizing?

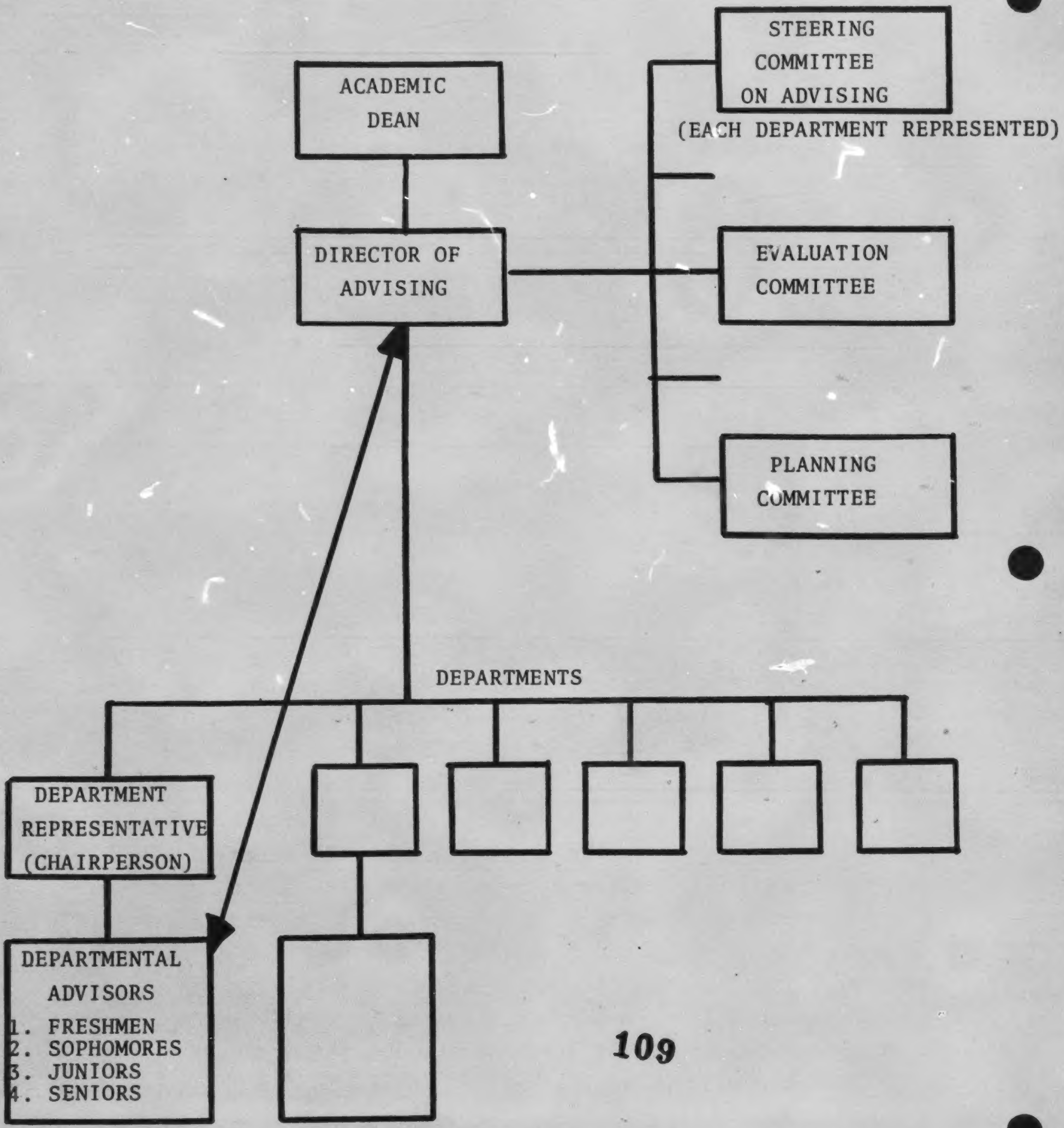
How does one structure an organization of faculty effectively? When one has a lot of clout, i.e., the ability to hire, fire, or promote, one can afford to organize in an authoritarian mode without sacrificing effectiveness. Typically, an authoritarian organization has a very easily recognizable hierarchy with power vested by virtue of position. It is not likely that is your position. Rather, you are probably in charge of an organization that resembles one staffed by volunteers; typically such organizations diffuse power broadly, wherein the manager employs a system of groups based on functional themes. Happily, much has been written about the organization of volunteers for formal tasks, and this is good material for the organization of faculty advising, especially since it speaks to organization based on participation and mutual agreement.

Such an organizational structure is probably already familiar to you, since it's most common form is the committee system, which is prevalent in every academic environment. In organizing, consider the committee system carefully: you may want to form a steering committee on advising which includes all the department chairmen; you may want to form an evaluation committee to determine methods and standards of evaluation; you may want to form a rewards committee to help generate ideas for rewarding good ideas. Whatever the area, diffuse some of the power amongst the participants by virtue of the structure of the organization. Emphasize horizontal structure as opposed to vertical structure even though you may sacrifice some speed and efficiency, because this kind of a structure is in keeping with the institution and the nature of the contract with the service deliverers. Don't impose a hierarchy, because you don't have the power or the authority to make such a scheme work.

Structure should not be confused with leadership style. It is possible to have an authoritarian leadership style and still be effective with a voluntary organization. It is more common, however, to find a democratic leadership style, wherein the leader has developed great skill in working with groups, and recognizes how to help groups make decisions and implement them. Beyond leadership style (about which much has also been written) there are important factors: you should have the credentials to be on an equal footing with faculty and hold their respect and you must be in a position to lead by virtue of personal relationships. If you want to manage faculty as volunteers, you must eat with faculty, meet with faculty, play with faculty. Being a faculty member is like joining a club -- so join. If you can't call your volunteers by first name and ask for favors, your leadership needs work.

If we tie all of these concepts together, one might produce a structure that looks something like the diagram in Figure 1. Such a structure will not insure success; however, it will greatly increase your chances of success. Such a structure is an ideal. It may not fit your situation, or it may not even be an accurate representation for your system. It is valuable as a goal, and should not be tossed aside simply because you can't relate it to your situation at the moment. Use it as something to be attained -- something to be discussed with faculty currently advising, something to be presented to the Dean. Consider it as the price of an effective system. But keep in mind the basic premise that you do not have the freedom to create an organization de novo -- but you can institute a new system that is still in line with the realities of academic institution and also provides responsible and effective delivery of advising services.

FIGURE 1


STEERING COMMITTEE ON ADVISING
(EACH DEPARTMENT REPRESENTED)
ACADEMIC DEAN
DIRECTOR OF ADVISING
EVALUATION COMMITTEE
PLANNING COMMITTEE
DEPARTMENTS
DEPARTMENT REPRESENTATIVE (CHAIRPERSON)
DEPARTMENTAL ADVISORS
1. FRESHMEN
2. SOPHOMORES
3. JUNIORS
4. SENIORS

Chapter 3
Selection, Orientation and Training

QUESTIONS:

√ HOW IMPORTANT ARE THESE FUNCTIONS?

√ HOW MIGHT THEY BE CONCEPTUALIZED?

√ HOW SHOULD THEY BE ORGANIZED AND ADMINISTERED?

√ WHAT IS YOUR ROLE?

It may well be that the functions of recruiting advisors and of sponsoring orientation and training programs are the first public demonstration that others have of your approach to coordinating the advising program. To the extent that this is true your "reputation" will be fashioned by the attention you give these functions.

This chapter might well be titled "Getting Off on the Right Foot" because your success in the selection, orientation and training of faculty will have a great impact on how things go for the entire year. Fail on any of these, and you will pay dearly, making what could be an interesting and rewarding experience into sheer misery. The idea is to put a lot of time and effort on these front-end activities, because this will save you much more time and effort later on, resulting in an overall reduction in time invested, and thus, greater efficiency on your part. It's the old case of an ounce of prevention being worth a pound of cure, or of the foundation being the most important part of the house. If you do nothing else, select your personnel wisely, train them carefully, and chances are they will carry you and the institution through the year.

How should one go about selecting faculty to advise? First, determine how much freedom you will have in making selections? By this we do not mean freedom in the absolute sense, but in the formal sense; i.e., if faculty advising is a departmental responsibility, for example, then you don't have the freedom to select all the advisors from only one department since every department must provide some advisor. If all faculty are required to advise, then you don't have the freedom to exclude someone, you must use everyone somewhere. If faculty are not required to advise, then some faculty, by virtue of their position, have the right to refuse to advise, or to put it the other way round, you don't have the right to refuse to advise, or to put it the other way round, you don't have the right or freedom to select that individual. (We call such faculty untouchables, and keep a list of such persons as we discover them.) Thus, you may have (theoretically) total freedom to select, absolutely no freedom to select (advisor may be given to you), or something in between. Clearly determine the freedom you have at the beginning.

Whatever the restrictions, organize faculty names in workable selection groups, based on your freedom to select, and write down the basic selection rules. A good way to do this sort of thing systematically is to form candidate groups by snipping apart the college catalog, gluing the names of department members in a looseleaf notebook, one page per department with space to make notes. If you don't organize advising around departments, the alphabetical listing at the back of the catalog works nicely. If there are untouchables, you may want to cross them off with a yellow marker. If there are undesirables (based on your past experience) red works nicely. If you must use everyone, simply make notes without crossing off individuals. When you are through applying selection rules with your marker, you will be left with a list of possibles.

Before discussing how one selects from the list, some mention should be made of the situation in which the selection rules are already applied for you. In some institutions, for example, the department chairpersons are responsible for the "selection" of advisors, and the advising manager really (in theory) is to work with those he is "given." Several things should be done if this is the position in which you find yourself. First, insist on the power of veto: if you can't nominate, at least gain the concession that you can refuse, based on documented past experience (here is one area where evaluations come in handy!). Next, put yourself in a position to make suggestions. If you know who does a good job, praise that person to the department chairperson in writing, with a copy to the Dean, and ask at selection time, if that person might be available again. In short, even if you can't select, at least work out a system for influencing the process.

If you do have the power to select, what should one look for in going over the list of possibles? The first thing to look for in selecting advisors is whom is to be advised. The person you select to advise freshmen is not (in all probability) the person you choose to advise juniors, just as the person to advise female engineering students is probably not the same as the person to advise physical education majors. You should know what advisor characteristics are required by a given group of advisees by doing a needs analysis of advisees, as outlined in the chapter on planning, so that you can match the characteristics of the advisor with the requirements stated in the needs analysis. If you have also planned well, you should have completed a subtle analysis of each advisor by asking, during evaluation procedures, what each advisor feels he/she is best able to provide. Of course, if you haven't done any of this preparatory work, then you will need to be more pragmatic, basing your matchings on gut feelings, the opinions of others, and common sense about the needs of different groups of advisees. In any case, remember that selecting is a matching process, you must keep in mind the advisees as well as the service providers.

There is a natural course of development for faculty and students that can be a useful guideline for the pragmatist provided one recognizes the inherent dangers in any simplistic interpretations. Freshmen are concerned with self and the immediate environment (dorm life, getting courses, getting books, etc.), sophomores with course work and selecting a major (future life direction), juniors with doing well in their major (scholarship), and seniors with employment or graduate school. Faculty also have a pattern of development that is frequently observed: very new faculty are concerned about the environment, eager to learn the rules and anxious to do a good job at everything (including advising), but after two or three years, when they have learned the rules, they become more anxious about tenure, and concentrate their efforts around scholarship (teaching and reasearch). After tenure is attained, faculty generally become less and less productive in terms of research, and often turn to the more humanistic side of the academic enterprise to maintain their interest, or look outside academics and become involved in the ancillary missions of the University. Very new and very old faculty are very good with freshmen because they know the rules, are greatly concerned, and are likely to take the initiative; past tenured faculty are good with sophomores, in that they have a broad view of the discipline; about-to-be tenured and just-tenured faculty are into scholarship and do well with juniors; seniors do well with professors who have begun to look beyond the institution, or are widely recognized for past exploits in their field and no longer need to make their name. Every individual will vary from these generalizations. Consequently, these crude guidelines should be used only when no information about the individual is available.

No discussion of advisor selection is complete without a discussion of personalities. What usually happens where faculty are selected to advise is that certain faculty are asked to advise because someone, either inside or outside the department, has very specific notions about the kind of person who makes a good advisor and judges the individual to have these necessary personal qualities in abundance. We all know Charlie Warmheart; a marvelous person -- warm, friendly, empathetic, sincere, gets along with anyone, loves students, a great advisor. He's just the person. As a manager of faculty, it is essential to move away from this kind of thinking. Why? Because the basic assumption underlying this method is that advisors are born, not made. The corollary is that advising is simply "doing what comes naturally": some individuals are natural advisors, some aren't. The best way to select advisors according to this view, is to find out who is a natural advisor and utilize those having already developed or God-given skills.

All that is nonsense. Advising, truly good advising, is not doing what comes naturally, and it is not a God-given skill. Advising can be learned, and it can be taught, and virtually anyone willing to learn can do an excellent job, no matter how salty, crusty, or reticent they might normally be. Moreover, it is the responsibility of faculty advising managers to develop these skills in faculty: to admit advising is a natural gift is to excuse yourself from your most important function. The problem is not the fact that some faculty are not naturally endowed to advise, the problem is to provide a model so that all faculty can advise effectively.

One should not, therefore, select faculty by virtue of who has a reputation as a good advisor (i.e., fits someone's idea of the personal attributes of an advisor) rather, one should select for other criteria, and then take on the task of developing the faculty member to do the job of advising. This is not to say that personal factors are not important or should be ignored. Obviously, a friendly smile is going to help a new freshman. But a gregarious personality is not essential for excellent performance as an advisor. What is important is an acceptance of the task of advising, and a willingness to do the best possible job even if the job is one that was not sought. Stay away from picking advisors on the basis of personality or warmth and you will save yourself much trouble later on.

Now that we have selected advisors, we need to train them. Once again, this may sound a little strange, since the general assumption about advisors is that they don't need training. Either you can advise or you can't, and since it is so easy, most people can be good advisors with no training at all! While this notion probably has its roots in academic arrogance (after all, anyone with a doctorate ought to be able to do something as simple as advising), it is nonetheless, very real. And because it is real, this arrogance becomes one reason it is difficult to train advisors; they simply don't think they need training. Moreover, it is usually those faculty who think they are good advisors who are the worst offenders in this regard, for they believe they already know all there is to know about advising. Don't let anyone deter your efforts to train your advisors. Select your advisors for trainability, and put together a vigorous training program.

Because training advisors may have little acceptance among faculty, you need to invest a significant amount of time in setting your program correctly and selling the benefits, or no-one will participate. You want to offer help to someone who needs help, but who cannot afford to admit that need in front of peers. Two things are therefore paramount: first, that you do not baldly label your training program as help for ignorant faculty; and second, that you do not put faculty in a situation where they tacitly acknowledge (even through attendance!) they need help. To achieve these ends one can start by thinking about orientation and training in terms of content vs. process, that is, the first goal is related to what you want to say, whereas the second goal is concerned with the environment in which you want to say it.

Taking the second goal first, how shall we arrange our initial orientation. The very work orientation conjures images of mass: large group meetings are orientations, similar no doubt to the one your institution runs for matriculating students. Throw this notion aside. Orientation for faculty advisors should be handled in one-on-one, or two-on-one settings. Never work with large groups of faculty if you want quality results. Do not mix tenured and untenured faculty in small groups. Be wary, in general, of mixing faculty who do not know each other. In general, ask faculty to come to your office -- and when you extend the invitation, do so over the phone in person. After you have set the meeting, send them a note verifying the time and some questions to indicate what will be discussed. Do not, however, give a detailed agenda, as you want them to have some apprehension about the questions you may be asking.

What should the content be? Since we want to separate oreintation from training, we must set the content of the agenda accordingly. First, what information do advisors need in order to advise? Lists of courses, add/drop deadlines, approved electives, referrals for other offices -- the kind of things relating to practices and procedures that you might put in an advisors handbook (you should have one ready to give them). You may also want to cover immediate concerns if you have your meeting shortly before the students are scheduled to return to campus: where and when students pick up registration material, how they get their schedules, when dorms open, what information may be released to whom, etc. In short, you want to cover all of the nitty-gritty that encompasses the informational aspects of advising, for these are extremely important. Moreover, you want to use the first part of the meeting to overwhelm them with knowledge, to ensure their perspective about your competence in your area of responsibility.

The second part of the orientation meeting should deal with advising -- not in terms of information, but as a process. Explain how advisees are given to advisors, how advisors are selected, how you are responsible for the delivery of advising services. Since you are jointly responsible, you need to know exactly what each faculty advisor is going to provide. This description of the service the advisor intends to give should form the bulk of the second half of the orientation. It should be question and answer dialogue, in which you work at clarifying points as they are raised, until you and the advisor agree at the end on something that resembles a contract. The contract should cover evaluation, office hours, rules for leaving campus for extended periods, whether the advisor will deal with students' personal problems, whether initiative will be taken with students in difficulty, whether his/her service is voluntary or fulfilling a formal obligation, etc. The more you settle at this first session, the less there is to cause difficulty later, and you would be wise to take notes, in a very visible way, of each conversation.

Once you have explored the advising contract by asking what the faculty will provide in terms of delivery to students, immediately follow up by setting a management contract. That is, ask the faculty member what he/she expects from you in terms of management, and draw an analogy using a mirror of the previous discussion, emphasizing that you are now asking the faculty member what he/she, as the advisee, expects of his/her advisor. What kind of "office hours" would the faculty member like you to have? How much support of a personal kind? How much guidance with "academic advising?" How much emphasis on grades? What is reasonable progress? What "style" of advising (management) would he/she prefer? In short, emphasize that the advisor may be an advisor to students, but is an advisee to you, and that the two sets of relationships are parallel in many ways. But also take notes on your advising contract with this advisor -- what does he/she expect from you, and what do you intend to provide as advisor. How do you want to be evaluated?

This second half of the orientation should serve as an indication of your management style. Make it very clear that this is a joint venture, that you are not going to tell the advisor how to go about advising, that you will basically follow a management by objectives kind of approach, and that you hope he/she will work with advisees in the same way you are conducting the meeting. In this respect, you may want to try some goal setting during your initial meeting. Where does this particular faculty member want to go with advising during the next six weeks? The first semester? The first year? Set up times to assess progress toward these goals, and indicate how often you will be getting in touch. Calling once a week on the phone during the initial stages is not too frequent.

If you carry out this kind of orientation, be ready for looks of puzzlement and odd reactions. Most faculty will wonder what is happening, since they have not been treated this way before, especially in regard to advising. If nothing else, they will clearly understand that you are serious about the whole business and that you do not intend to leave them to their own devices. Some faculty may have a negative reaction. They may feel that you are really overdoing things a bit. Don't shrink from this topic, but try to get to the bottom of the concern and explore it fully. It is important to know why they feel you are overdoing it, because it may be that the bottom line is the old line that advising is easy -- anybody can do it. And if this is the reason, break down this concept immediately. Advising is not easy, not everyone can do it naturally, and that is why you offer training.

What is training? In reality, it is simply an ongoing orientation. It is the bi-weekly (or whatever you have agreed upon) follow-up, in which one assesses progress on all the points of the contract. How are office hours going? What informational problems have arisen? Has there been any difficulty in setting an advising contract with advisees? What new goals need to be set? How is the self-evaluation proceeding? What should I, as manager, be providing that I am not providing? In short, training is a series of exercises in which the faculty advisor gains experience in the mirror relationship, so that they can adopt the role you play for advisors during your sessions with them. Training is not telling an advisor how to advise, it is showing how a relationship that incorporates all the elements of advising can proceed toward the attainment of mutual goals. In a sense, you are working toward "every advisor a manager" and you are using training sessions in the subtle context of on-the-job experience.

The heart of this training concept is do as I do. If you want the advisor to have a contract with his advisees, then you set a contract with the advisor about advising. When advisors call to ask a question, treat that as if you were answering a question from an advisee. When it comes to evaluation, treat that as if you wanted to show how to evaluate the progress of advisees. When it comes to goal setting, do the same. If you want advisees to work with advisors on the contract, let advisors work with you on your contract. Consistently seek to use your relationship as the model, and emphasize the teaching nature of what you are trying to do. In this way, it will be very easy for faculty to understand your model of advising, and to pursue the goals of the relationship regardless of their personal styles.

Of course, all this is radically different from the ordinary concept of training, in that this is an individual or small group process, in which the emphasis is on showing rather than telling. It is also individualized in the sense that every advisor has his own contract (which is why you should take notes and keep them), just as every advisor may have a different contract with each student. It is different in that it does not occur at a set time and place; on the contrary, it is spontaneous, occurring any time the appropriate situation occurs, and in the actual place -- on the job -- rather than a formal classroom environment.

What happened to the standard advising workshops? Nothing. They are still a necessary part of managing advisors, since they are absolutely essential for dispensing information to students. But advisors workshops are not used for training, they are reserved solely for the dispersal of information, and they should be timed to coincide with advising events in the academic year. For example, if the first round of examinations comes about the fourth week of the term, it is often a good idea to dispense information about tutoring and learning assistance about the third week of the term. If the deadline to drop courses is the fifth week, a meeting to cover this topic would be appropriate in the middle of the fourth week. In short, keep your advisors workshops short, to the point, and timely.

The alternative to advisors workshops is an informational newsletter. While this approach is much more efficient in terms of time, it is doubtful if it is as effective. Just as most persons who work with students begin to doubt if they can read, so it is with faculty. Somehow, another mailing seems to become lost in all the other pieces of paper one receives in a day. If there are other, better, forms of communication at your institution you should give these careful consideration. Some institutions have used video tape with success, others have put a variety of materials in a library setting, where they are easily accessible for students. There is probably no single, most effective way of making a variety of approaches desirable, not only in terms of reaching your audience, but in terms of maintaining your sanity as well.

Much of this chapter has not followed the conventional widsom regarding advisors, which is not to say conventional ways won't work, for time has shown that these ways do work -- after a fashion. It seems doubtful that conventional methods will work in an era when more and more faculty will be asked, perhaps even required, to advise students at all levels, even though they may not have a great interest in this activity. It is easy to manage a system of eager, enthusiastic, interested advisors; it is something entirely different to manage a system where nearly all faculty are advising. The methods outlined in this chapter tend to do a better job with all kinds of personalities and interests, and in situations where not all those who deliver a service are eager and anxious to attend a two-hour workshop. While this places more responsibility on the manager in terms of requiring greater skills and more thought, the results will prove well worth the extra effort.

Chapter 4
A Framework for Advising

QUESTIONS:

- √ WHAT IS YOUR CONCEPTION OF ADVISING?
- √ HOW DO YOU EXPLAIN THIS FRAMEWORK TO OTHERS?
- √ IS YOUR FRAMEWORK SUFFICIENT TO INCORPORATE ALL THAT ADVISORS MUST DO?
- √ OR, MUST KNOW?

In an earlier chapter it was pointed out that the relationship between advisor and advisor manager may in many ways approximate a relationship between advisor and advisee. In each relationship the primary task is roughly equivalent. In one the advisor strives to aid the advisee in becoming a competent, fully-functioning learner while in the other the manager endeavors to assist the advisor to perfect as well as use various advising skills. In each instance there is need for a process that will lead to the meeting of challenges with responses that use to the greatest extent possible what has been gained from past experience, from one's inner life, and from accurate perceptions of what exists in the present. A framework, if it is to be helpful, must enable the recipient, whether advisor or advisee, to think about the objectives, methods, problems and solutions of their activities while acknowledging the personal or feeling components which result from such action.

An approach known as ego-counseling (Hummel, 1965) may be appropriate for several reasons. A distinguishing feature of the approach is the importance placed on the ego functions of planning, logical thinking and problem solving. This approach uses methods that advisors and advisees have learned under other names and have used often in their work as teacher or student. Since the generic themes of the approach are familiar to academicians, their acceptance and application of aspects of ego-counseling in advising may occur more readily than if some more alien approach were proposed.

Second, ego-counseling allows the person to both acknowledge and analyze the feeling components that are the obstacle or are associated with obstacles that have come between one's present situation and desired ends. Ego-counseling is, thus, concerned with intellectual analysis -- with the individual's thinking. It focuses on the personal condition of the individual by reasoning about and revising personal (rather than abstract) reality problems, plans, and actions (Mosher & Purpel, 1972).

Ego-counseling may be viewed as a combination of four activities. They are (a) defining and describing the current state of affairs, (b) formulating the desired end state or objectives, (c) considering obstacles and (d) reaching desired goals. In this approach the "client" becomes an investigator and with the help of a co-investigator, the counselor, is involved in activities of questioning, understanding, and planning parts of his/her life. In each of the four major activities the client, whether an advisee working with the advisor or the advisor working with the advising coordinator, plays an active role in defining and determining the future course of events that are to take place during the process of advising.

As a co-investigator the counselor (in this case either the manager or the advisor) provides assistance through reflection of what the client (advisor or advisee) is saying. Reflection focuses on the meanings or feelings implicit in what the client is saying or doing as they bear on consequences, planning or taking action. Particular aspects of reflection are found in counselor activities of questioning, interpretation (a form of reflection about client experience that is not yet in the client's awareness), and confrontation (a means of interpretation that challenges the client to analyze an apparent contradiction in client thinking or behavior). The co-investigator counselor proceeds with Socratic irony to aid the client in the client's investigation and does not conduct the investigation for the client.

Mosher and Purpel conclude that in ego-counseling there is a place for the client's thinking, the counselor's thinking and objective evidence. They go on to suggest that teacher supervision, in a discussion where a supervisor explores and pursues with a teacher solutions to instruction problems which the supervisor strives to understand both objectively and as the teacher sees them, is very close in methods and goals to ego-counseling. Thus, talk about one's self, the actual situation and the self-in-situation are integral to ego-counseling and important in the supervision of teachers. We propose that ego-counseling as a framework is also appropriate for the supervision of faculty advisors and for use by the advisors with advisees.

In the case of advisor-advisee interaction advisees who express concern about academic progress might be asked by the advisor to describe and to examine their view of school life, their role as student, their current performance, or their mastery in school tasks. Second, advisees would be encouraged to project self into the future and to discuss conception of career and general life aims, and to portray their images of self and ideal self. Third, both advisor and advisee would consider obstacles to advisee aims and aspirations and ways in which the obstacles might be resolved. Finally, the advisor and advisee would develop plans for action that are designed to overcome or to circumvent the obstacles.

The ego-counseling pradigm may be used from initial contract-making between advisor and advisee to the exit interviews where advisees are going to another advisor or are leaving the institution. The approach lends itself to the process of listening to the advisee state the need or problem, to setting goals and to finding ways to achieve desired ends. The emphasis at all levels is on mutual cooperation between partners in discovering insight or action that aid the advisee.

The manager, in working with advisors, may also use the ego-counseling framework. The activities of defining what is, what should be, what obstacles exist, and what to do to reach desired ends are applicable for each advisor. The manager works with each advisor in ways that may be appropriately used by the advisor in working with advisees. The analysis of role, current performance, expectations, career and personal goals, projected obstacles and tentative and long-range plans may be a part of the manager's interaction with some advisors.

The manager may choose to involve all advisors in discussions or analyses of these issues whether or not they bear on the immediate situation confronting the advisor. Since the ego-counseling framework is generally appropriate for many of the questions or problems posed by advisees, consideration of the framework may be useful preparatory work for the advisor. If advisor-related data are used to discuss the framework with advisors a relevant sequence of experiencing, discussing, planning and using the framework may be initiated. The advising manager may help advisors to learn the ego-counseling framework by modeling this approach as the manager works with advisors on problems or questions posed by the advisor.

The application of an ego-counseling framework for managing advisors and for working with advisees is based on two assumptions. One, that persons do change their personal plans, ideas and perceptions about themselves and that these changes should be, wherever possible, made conscious and examined. Thus, the advisor, as well as the advisee, may benefit from thinking about how they have, should, or might change and how these changes impact on their life and their work.

Second, that a valid objective for the use of the framework is that the individual think about and make decisions on a problem in reality. An individual is one's own agent of change and is presumed to have sufficient acuteness of mind to formulate and resolve questions and problems that bear on one's situation. The role of "advisor" is to stimulate, facilitate and, at times, interrogate the advisee in thinking about the situational concerns and planning for their resolution. In like manner the role of advising manager is similarly designed to assist faculty advisors in fulfilling their duties as advisor. What we advance here for one role may also be considered for its implications for the other, and we think similar, role.

In order for the advisor to carry out the primary task of acting in the best interests of the advisee, both parties must be clear about what is involved. For this we have proposed negotiation of an advising contract. An early portion of the advising interaction, or the exchange between manager and advisor, might best consist of discussion about the nature of advising: What is expected? What is either party willing to provide? What is needed? What are the special skills (or limitations) of the advisor? What is the primary task to be accomplished? How is progress measured? How will difficulties that arise be handled? How may the arrangement be terminated? The questions to be explored, aspects about the other person to be learned, the terms to be defined -- all seem unending. Yet this beginning, the early framing of the arrangement between the two parties lay the foundation for transactions that are to follow.

From this pool of mutual understanding flows the contract about advising. A shared definition of what is to be accomplished, the principal duties of each party, and the procedures to be used to monitor, evaluate, or change that arrangement. Since each party has personal needs as well as resources, the contract represents a compromise acceptable to both. We hold that the idea of a contract between parties serves the relationship between manager and advisor as well as the arrangement between advisor and advisee.

The contract, even though it may be less than a formal written document, spells out the duties of both parties in their joint effort to reach shared goals. The terms of the contract specify activities that are acceptable as well as those that are not. Both parties in the relationship have a need and a right to participate in framing the arrangement that will impact their college work.

LEVELS OF ADVISING

In an earlier publication (Kramer and Gardner, 1977) we differentiated between Level A and Level B advising. Level A advising is the provision of technical assistance in the form of policy interpretation, information, checking for errors or other assistance. Level B advising occurs when the advisor provides the advisee with opportunities to work through difficulties associated with being an adolescent as well as being a student by means of an interaction with a knowledgeable and understanding adult. Level A advising may be viewed as the informational aspect while Level B represents the developmental needs sector, with both A and B found in some proportion in most advising scenarios.

This notion of different kinds of levels of advising is congruent with the need for a contract or understanding between the principal participants. We think that the manager in the supervision dyad, and the advisor in the advising dyad, should press to make explicit a discussion of what is needed, when, and by whom early in the exchange. Further, we maintain that the ego-counseling framework may be used to carry on the dialogue leading to the contractual understandings. In both settings, the exchange between supervisor-advisor and between advisor-advisee, discussion may ensue about the present and anticipated state of affairs for either the Level A (informational) or Level B (developmental) aspects to be contained in the contract. In either case the activities of defining the current conditions, formulating the desired end state, considering possible obstacles, and planning to reach goals are appropriate. The products of these focused discussions are a major part of the understanding reached between supervisor and advisor or between advisor and advisee. Thus, the actions taken or the responsibilities accepted by either party flow from a joint understanding of the job to be done and the part to be played by either or both participants. A framework which helps participants to understand what the process of advising might become serves to both facilitate a systematic exploration of that process and to increase possibilities for the attainment of those objectives.

Chapter 5
The Manager as Supervisor

QUESTIONS:

√ WHAT RESPONSIBILITIES DO YOU HAVE AS AN ADVISOR?

√ HOW WILL YOU CARRY OUT THESE RESPONSIBILITIES?

√ ARE THESE DUTIES COMPATIBLE WITH YOUR OTHER FUNCTIONS?

√ CAN ONE BE BOTH MANAGER AND SUPERVISOR?

One of the opportunities that result from your role as manager is that of assisting advisors in becoming more proficient as advisors. Your position will lead others to view you as teacher, educational leader and, probably, master advisor. Warranted or not, many advisors will perceive you as a skilled and knowledgeable practitioner of the advising process. Advisor perceptions of you can act as facilitators or inhibitors of a mutually rewarding supervisor -- advisor relationship. In like manner, advisees perception of the advisor may serve to aid or hinder the advising process between them.

Much like teaching, advising is not only verbal communication but also a fundamental social process between advisor and advisee. Thus, your supervision of advisors must concern itself with advisors as persons. Mosher and Purpel (1972) note three sources or problems for supervisors working with teachers. The first is the advisor, the person as he is and as he is developing. Because of the difficulty of separating ourselves from our many roles, the supervisor inevitably confronts the person manifesting himself in the advising role. Although this advisor-as-person phenomena does have many positive consequences it may also lead to undesirable outcomes in advising. As supervisor you must be prepared to help the advisor confront the less-desirable consequences that occur in this advising relationship. What may be easily discernable to you may be difficult for the advisor to recognize or to accept. Your own courage in posing the difficult question, the value-laden hypothesis or the penetrating observation may be helpful in aiding the advisor to explore uncharted waters.

Second, the advising supervisor attempts to understand the advisor's relationship toward advisees as people.

How does the advisor view advisees, what are his attitudes about students, does he like them, respect them, fear them? These questions are important because they involve the advisor's personal aptitude to reach advisees as people. Melanie Klein (1963) writes of projective identification as a process that allows one to project parts of one's self, both good and bad, on to other objects or persons. If, for example, an advisor is fearful of his own incompetence, that part of self, the incompetence, can be split off and projected onto, say, students. Thus, the advisor can then feel more positive about self and more negative about those incompetent students. The implications of such processes for advising hardly need further elaboration.

Similarly, the advisor may split off and project some positive element of self to counter or dilute a negative valence held by student advisees. For example, if advisees are particularly disgusted with the quality of teaching in the institution or are questioning the value of attending college, advisors may inadvertently project positive feelings about out-of-classroom experiences onto or into advisees in an attempt to counter or to dilute advisee reactions about teaching or quality of college life. Your own position, external to the interaction between advisor and advisee, may offer useful perspectives to help advisors explore the extent to which projection is a part of their advising interchanges.

A third area with potential for problems is that of teacher autonomy. Supervision of any kind inevitably confronts views held by professional practioners, be they teachers or advisors, regarding freedom, self-direction, accountability, and self-monitoring. A basic issue between each advisor and the advising manager concerns development of a working relationship that, while helpful to the advisor, does not unnecessarily intrude upon the advisor's image of self as an autonomous professional. Your experience to date may already suggest that the last thing you mention publicly is that you manage anything. Your own dilemma is how to manage advising without being perceived as a manager and how to carry out managerial functions in a non-managerial manner. In short, how to supervisor advisors.

As a supervisor you are engaged in two distinct but overlapping tasks. One is to assist advisors in the process of becoming better advisors. In this sense you may function as a teacher, creating situations that aid each advisor in assessing present skills and in developing competencies that facilitate advising.

A second task of the supervisor is to act as leader and manager of the advising team. Here the supervisor endeavors to structure and monitor the activities of advising in ways that aid both the advisors and the advisees. The gathering and dispensing of appropriate information, evaluation of advising services, determination of advisee needs that require assistance, and the formulation of policies and guidelines for advisors are examples of activities where the supervisor assumes a leadership role.

PROTECTING YOUR ADVISORS

The title of this section implied that your advisors may be incapable of protecting themselves and must, therefore, rely on you. On the contrary your experience with them may suggest the reverse to be more in keeping with reality.

Differences between fantasy and reality aside, this section is concerned with one of your duties as the manager for faculty advising. This duty, to give it a name, is to patrol the boundaries around the process of advising. We assume that advising by faculty may be differentiated from other activities and functions that occur in your institution. What is suggested and, we think, required is that someone accept the responsibility of protecting the boundaries of advising and of monitoring or watching the transactions that cross the boundary between advising and other activities in the university. Frequently, the person who holds the role of leader or manager of a work group also holds the responsibility for watching and maintaining the boundary that separate members of the work group from other task or work groups in the institution.

The reason for assuming boundary protection or boundary maintenance activities is, simply put, to shelter the advisors from encroachments that might interfere with efficient completion of the advising task. An example may be in order. For example, the registrar of your institution may want faculty advisors to assume additional duties of collecting information from students. This request, and the subsequent reactions to, or compliance with, if made directly to faculty advisors, may interfere with either the procedures or the process of advising by faculty. Our point is that it is your responsibility as manager of advising and the maintainer of the boundary around advising to receive or intercept the request from the Registrar and to ascertain the validity and probably consequences of compliance. An issue is not how you deal with transactions aimed at faculty advisors, whether you accede, refuse, or refer the request to an appropriate decision-making body, but rather that you function as a lightning rod to protect the advisors in the advising system from requests or transactions that may be disruptive to the task of advising. Thus, one responsibility as manager is to anticipate, receive, and "handle" as many of the messages directed to your advisors as possible. This does not, of course, suggest that advisors may only receive communications that have been cleared by you. Realistically we hope that you will be able to intercept some of the communications that have been directed to advisors because they have the role of advisor and, presumably, may provide some assistance to those who send the communiques.

A second responsibility is to coordinate some of the transactions that take place between your advisors and others outside the advising system. The point is that although some of the communications originated by advisors represent distinctive needs of individual advisors, other communications represent needs commonly experienced by many advisors. This latter instance may be adroitly handled by the advisor manager if you have advance information about the need and can marshall responses that will satisfy the demand.

Your efforts to fulfill your responsibilities as advisor manager, however pleasantly posed, will likely arouse advisors to respond to their perceptions of your authority in ways they responded to former "parent" figures (or other authorities in their youth). Your demands or requests will likely generate tension, anxiety, anger and resistance on the part of advisors. Our point is that such consequences do not necessarily suggest a reduction or avoidance of demands, on the contrary, demands should be made and emphasis given to understanding and analyzing the nature of the reaction to the demand.

For the advisor, your request about how advisor responsibilities are to be carried out are preludes to discussion of how you may help the advisor in this work. In addition, discussion about your manner of making the request and advisor reaction to it serve to sensitize the advisor to how to proceed in making requests or demands in working with advisees.

A tendency for some persons is to deskill or downplay potential influence when working with others having fewer skills or less influence. For faculty, this sometimes takes the form of attempting to be just like students and to deny any difference that exists between students and faculty. One primary motive for such efforts may be to deny the authority that resides in the role as well as avoid the responsibilities or consequences that go with the authority. If one doesn't recognize the authority, perhaps one may avoid dealing with issues that surround this important difference!

Hauser and Shapiro (1976), participant observers in groups of faculty and students in a private secondary school, report that attempts to abandon school role behaviors were common among faculty members present in the groups. The observers suggest that faculty attempts at role erasure, to either abandon or blur the faculty role, represent efforts by faculty to cope with a highly stressful situation.

In these groups faculty also attempted to deskill themselves, to minimize whatever strengths they had for dealing with the tasks of the group. Attempts notwithstanding, faculty exerted a powerful impact on group behavior. Being clearly marked by the school system as persons in authority and leadership positions, faculty were "natural" leaders for the group. Where faculty rejected the work-leadership position through role-erasure behavior they then became leaders of attempts to thwart work being done.

We anticipate that faculty behavior described by Hauser and Shapiro may, for similar reasons, occur in the advising relationship. Also, in your own situation, you may be tempted to downplay the difference between the roles of manager and advisor. By becoming more like an advisor you may attempt to avoid difficulties encountered if you have, in fact, differences in roles and duties. Your job, however, is not only to see that advisors are content but also that advisees are advised. To do this both you and your advisors must know the scope and limitations of your functions and competencies as well as those of the advisor.

ACTIVE SUPERVISION

Most people wish to retain the notion that what they do is productive and beneficial and will generally conclude same without using specific criteria to support or refute such a stand. The fact that you as manager may trigger the process of reviewing work to date, suggest criteria to be used in the analysis, and assist in analyzing the data that is generated is often helpful. As you well know, the process is also often threatening to advisors and one they resist with little or no encouragement.

Although this advisor self-assessment may occur in many formats it usually will result from a direct intervention by the advising manager. Thus, a series of specific questions to an advisor posed during informal conversations or in a more formal interview between advisor and manager may provide opportunities that are conducive to this preventive and developmental activity. Some managers may wish to sponsor group meetings or seminars to accomplish somewhat similar objectives. Gosling and Turquet (1967) describe a seminar designed to aid general practitioners in medicine gather a better understanding of the psychological aspects of their work that may be appropriate for a similar use with faculty advisors.

The seminar is voluntary and is scheduled at regular intervals. The general purpose of the seminar is to provide an atmosphere where competent practitioners have the opportunity to analyze, with the help of their peers, aspects of a relationship between themselves and their patients. The focus of the case presentation by a practitioner and of the discussion that follows is on the nature of the relationship between the physician and the patient. The discussion does not focus unnecessarily either on the doctor or the patient but on the relationship they share.

To some degree the impact of the patient on the physician will be transmitted to the life of the seminar and will appear within the relations existing there (Gosling and Turquet, p. 27). Thus, some of the factors and some of the consequences in the physician -- patient interaction will emerge in the interaction during the seminar and may become topics for examination and discussion.

A similar seminar designed for faculty advisors may encourage advisors to examine the nature of their relationship with advisees. In the seminar the advisor has the opportunity to study the experience already gained with advisees and may use the seminar to find new ways of interacting with their advisees. The model of the seminar also provides the advisor with an opportunity to explore the relationship with the advising manager.

The use of such a structured activity with advisors has other benefits. The increased interaction between advisors and between advisors and manager provides one means of exchanging all kinds of communications. Also, the fact that persons become both more knowledgeable about and more comfortable with others in the seminar strengthens ties between members of a common task system, the advising network. The work of initiating and maintaining the seminar will likely fall to the advising manager. Firm continuing support from the manager will be needed, especially in settings where advisors have few historical or personal incentives to assess or improve the advising system.

If the emergence on your campus of a seminar for advisors is viewed as an innovation the views of Baldridge and Burnham (1975) may be instructive. In writing of how innovation takes place within organizations they suggest that individual characteristics have little effect on producing more innovative behavior among individuals or organizations. On the other hand, variables of position in the organization and role, persons having power, sanctions, communication linkages and boundary roles appear to be important factors in the adoption of innovation. Another way of looking at your situation as advising manager is to suggest that if you are unclear about your status in the organization, a sustained attempt to produce innovations such as seminars for advisors may produce startling clarity about that issue for all involved.

SUPERVISING ADVISORS IN GROUPS

Although crucial aspects of supervision are found in individual supervision, working with advisors in groups has its own benefits. The gathering of professional colleagues for the purpose of improving advising, and perhaps advisors, confronts directly the issue of institutional priority about advising. Beyond the institutional level, each advisor attending the group meeting must decide their own levels of commitment, participation and personal exploration as the group sessions proceed. One value of the group format is that participants are enriched by the experiences of others. The discussion and comparison of perspectives of different individuals from different settings broadens the array of alternatives and options from which each advisor may choose and plan subsequent advisor action.

This is not to suggest that group consensus is the final arbitrator for what is learned or resolved. Although the final responsibility for participating and learning rests with the individual advisor, mutual exploration enables all to affirm both their personal qualities and their unique advising style in meeting this important educational need of advising students.

Chapter 6
Advisor and Advising Appraisal

QUESTIONS:

- ✓ HOW MAY ONE CONCEPTUALIZE EVALUATION?
- ✓ WHAT ARE SOME ASSESSMENT ALTERNATIVES?
- ✓ WHAT ARE THE EFFECTS OF ADVISOR ASSESSMENT?
- ✓ WHAT ARE SOME USES OF ASSESSMENT DATA?
- ✓ WHAT ARE SOME OF THE PROBLEMS OF APPRAISAL?

The act of appraising is to set a value on, or to judge as to quality or status. Applied to advising and to advisors it suggests a process of observation, contemplation, and judgment by an observer. In our view appraisal refers to a process where advisors may enhance or review their awareness of their performance as advisors. Basically, appraisal mechanisms serve to help faculty gather information about what they are doing, as advisors, how well they are performing particular activities, and what results appear to be associated with performance of the behavior in question. Appraisal data, then, are gathered to educate advisors and to evaluate their functions as advisors.

The typical goals of appraisal or evaluation may be classified into two broad categories, improving the process and determining the employment status of personnel. The former, also called formative evaluation, is designed to foster professional development and improvement while the latter, summative evaluation, aims to provide data to be used to judge outcomes and to make personnel decisions. Institutions already are involved in conducting both types of evaluations in an effort to increase accountability.

Accountability is defined in relation to responses to the questions: accountability to who? and accountable for what? The advisor, we believe, is accountable to the advisee and to the institution. As a partner in a collective endeavor the student has the right to expect and the responsibility to demand effective performance from the advisor. The institution, through the role of advising manager, also has the responsibility of making sure that advisor behavior does count, that certain advisee needs and expectations are satisfied. Efforts designed to improve the accountability of advisors are those that generate data about advisor behavior that is subject to discussion and interpretation by advisors, advisees and the advising manager. The fact that all of the participants are involved either in generating or interpreting the data facilitates advisor accountability and the process of evaluation.

The term evaluation is reserved for that activity which you perform for the institution. As director of the advising system it is your responsibility to balance the needs of the system, generated mainly from the needs of advisees, and the performance of individual advisors. You must judge whether advisor performance and potential is sufficient to continue in that role or if another advisor should be called to serve in that place.

The institution's approach to the three-part faculty responsibility of research, teaching and service must take into account unique characteristics of the relationship between the institution and the faculty member. For research, the institution, acting through a department or college, must determine the quality of the product. The institution thus creates a mechanism to evaluate the quality of the research produced by individual faculty. Based on this evaluation other decisions and plans are formulated. In terms of the research portion of faculty responsibility the institution carries out summative evaluation and designs an administrative procedure to complete that function.

In terms of teaching or service portions of faculty responsibility the institution needs to assess additional outcomes. It is usually not sufficient for an institution to be able to demonstrate only that faculty are in some ways deficient in teaching or service obligations. There may be a need within the institution to improve the quality of teaching or service, and so procedures that facilitate such development are required. In short, the institution needs to organize a system of delivering and evaluating service. Thus, formative evaluations may be planned and used within the context of ongoing teaching or service activities to help practitioners improve their capabilities and performance.

As readers no doubt are aware the advising coordinator must be involved in conducting both types of evaluations. These two types are, in fact, complementary and results gathered from one may be used to either generate or interpret data from the other. For our purposes, however, we will discuss them separately.

FORMATIVE EVALUATION

The variety of assessment and evaluative procedures do have an objective, and that is to improve the advising of students by faculty. We believe that improvement of a faculty member's advising skills and, ultimately the advising service, is derived from motivation to change held by the advisor. Change and improvement on the part of the advisor is unlikely to be a result of legislation, administrative directive, or drastic switches in the priorities of what is important in higher education. Rather, change on the part of advisors will more likely occur as a result of the advisor's dedication to achieving competence in all of the functions required of faculty.

First, however, the faculty member must see that some change is necessary or possible. Cross (1977) cites some statistics regarding teaching effectiveness for faculty at one university that suggest this awareness may not be easily attained. Cross found that 94 percent of the faculty rated themselves as above-average teachers and 68 percent ranked themselves in the top quarter on teaching performance. At least in this one example the need for change and improvement is definitely someone else's problem.

Efforts by the advising coordinator to improve advising skills must be perceived by advisors as consistent with the parameters of the need, provide data about the advisors' present level of competency, and be mindful of the advisor's prerogative to reject the offer of assistance. Since the advisor is the major determiner of advisor involvement in activities designed to improve skills or to change advising practices the data must clearly indicate the need for change. In other words the data should illustrate the differences that exist between perceptions of advisor competency by the advisor and by advisees or other observers. If these data suggest that the advisor is judged not effective by advisees, that the advisor frequently engages in behavior that is characteristic of advisors who are judged ineffective by advisees, then the advisor has a dilemma. If the advisor has already reported or declared self as an effective advisor the conflicting data from students produces cognitive dissonance.

The advisor has several choices, one to disregard the assessment by students or from other observers, second to change image of self to that of ineffective advisor or third, to commit oneself to changing advisor behavior and hopefully, student assessments. The first two options are somewhat difficult, especially if advisees and the advising coordinator are privy to the data.

Our view is that the more compelling the criteria of advising effectiveness the greater the advisor's difficulty in rationalizing the results. Thus, if one can demonstrate that effective advisors engage in behaviors that are very different from advisors judged as ineffective, and if the target advisor is judged both ineffective and perceived as using "non-productive" behavior, then the advisor may be encouraged to confront the issues of what change is needed or desired. These ideas receive support from research in teacher improvement (Centra, 1973; March, Fleiner and Thomas, 1975). Teachers whose self-evaluations were considerably higher than their students ratings made some adjustments in their teaching within as little as half a semester after receiving the rating results. Over a longer period of time, a wider variety of teachers made some positive changes. One result, then, of a data-based approach to assessing advisor behavior and advisor competence may be the establishment or readiness for assistance on the part of advisors.

This formative feedback to the advisor may be designed to counteract the deficiencies of performance appraisal interviews mentioned by Meyer and Walker (1961) and Meyer, Kay and French (1965). These studies concluded that: (a) criticism in the interview has a negative effect on goal achievement because it encouraged defensive behavior; (b) praise appears to have little effect on goal achievement; (c) mutual goal-setting improves performance; and (d) assistance should be a frequent rather than an infrequent activity between supervisor and supervisee. It is our contention that evaluation that focuses on advisor behavior and advising outcomes serves to assist the advisor by specifying behavior and facilitating analysis by the advisor. This behavioral specificity also provides the advisor with concrete proposals for action by identifying behaviors that are to be increased or decreased. Third, the focus on advising outcomes provides a rationale for changing or attempting to change advisor behavior as well as a measure of effect or results of the advisor's behavior change.

SAMPLES OF AN INSTRUMENT

So far we've discussed the value of a data-gathering instrument that may be used both with advisors and advisees. A format we think holds promise is one where respondents provide information for items such as those illustrated in Figure 2.

Figure 2

Characteristic of advisor	Indicate how important it is for advisor to help		Indicate how descriptive each item is for your advisor	
	Not	Very	Not	Very
1. Asks questions about my college experience			1 2 3 4 5	
2. Helps me decide on a course schedule	1 2 3 4 5			

An instrument with a similar format may be used to gather information from advisors as well as advisees. The data obtained indicates the relative importance for advisors of specified advisor behaviors and the degree of reported, or perceived, similarity between survey items and the advisor's current performance as viewed by advisees.

Table 1 presents average scale scores of faculty and student respondents from twelve colleges who participated in a consortium-wide need assessment program. Even though comparison between means of a brief (five-point) scale are tenuous some observations are interesting. It appears that with the exception of the time about handling advising efficiently, both faculty and students are in general agreement about the importance of the items for advisors. In terms of descriptiveness of the items for the advisor, however, some discrepancies are suggested. Students generally view faculty as being less likely to involve the student in advising than do faculty. The items where faculty were rated on faculty initiative in asking, checking, inviting or understanding the student were scored lower by students than by faculty. On the other hand, students were more likely than faculty to indicate the faculty did handle advising efficiently and used knowledge of courses or course content in advising.

Table 1

Mean Scores for Respondents from a Twelve-College Consortium

	Importance for Advisers		Descriptiveness for Adviser	
	Faculty N=657	Students N-1966	Faculty N=657	Students N=1966
1. Asks questions about my experience at college.	3.1	2.9	3.2	2.6
2. Keeps well informed about my progress by asking me.	3.3	3.2	3.2	2.7
3. Understands me or asks for clarification when I talk.	3.4	3.2	3.0	2.8
4. Invites me to share my knowledge	3.2	3.0	3.1	2.6
5. Checks to see if I understand his advice.	3.2	3.3	3.2	2.8
6. Makes self adequately available to me.	3.2	3.5	3.0	3.2
7. Handles advising efficiently without hesitation.	2.9	3.5	2.7	3.2
8. Uses knowledge of specialization.	3.2	3.4	3.4	3.5
9. Uses knowlege of rules/regulations of college.	3.4	3.3	3.4	3.1
10. Uses knowledge of courses/course content.	3.4	3.5	2.5	3.1
11. Uses knowledge of vocational/postgraduate opportunities.	3.3	3.4	3.3	2.9

Scores on the descriptiveness section of the survey, where faculty and students were asked to evaluate or make judgments about advisor behavior, generally follow prior experience or ratings of teaching. Faculty tended to give themselves better rating than did students with seven of the eleven item mean scores for faculty higher than average scores provided by students. The four items where faculty means were lower than students means are general descriptor items or attributes that are congruent with the faculty role. The items on advisor accessibility (#6) and advisor style (#7) are general descriptors while use of specialization (#8) and information about courses (#10) may be viewed as "special" prerogatives of faculty. Hence, students may use an "advising is what advisors do" paradigm to give higher scores to faculty on these four items.

One question to be raised about any kind of data is how effectively the data discriminate between important variables. Table 2 provides some information about the assessment items presented here. Data in Table 2 indicate that students reporting advising as not sufficient to handle problems were less likely to report advisors as engaging in different behaviors or of doing these things often than were students who were satisfied with advising. On the other hand, students who were undecided about advising outcomes reported that advisors did engage more frequently in the advisor activities suggested by the eleven survey items than reported by dissatisfied students but less so than reports by students who were satisfied with advising.

TABLE 2

PERCENTAGE OF STUDENTS REPORTING ADVISOR BEHAVIOR AND ADVISING ASSESSMENT

SURVEY ITEMS	Advisor Met With Me Often to Take Care of Problems											
	YES (N=1105)				UNDECIDED (N=286)				NO (N=474)			
Advisor Behavior	DON'T KNOW	RARELY	SOME-TIMES	OFTEN	DON'T KNOW	RARELY	SOME-TIMES	OFTEN	DON'T KNOW	RARELY	SOME-TIMES	OFTEN
Asks questions about my experience at college.	4	27	46	20	12	45	32	6	11	55	24	5
Uses knowledge of advisor's field of specialization.	2	5	22	69	9	9	35	43	10	23	30	33
Keeps well informed about my progress by asking me.	3	27	38	29	11	47	31	8	12	61	18	5
Uses knowledge of college rules and regulations.	4	10	37	46	14	18	38	27	13	28	32	23
Understands me when I talk by asking for clarification.	4	16	41	36	13	30	39	14	13	42	29	11
Uses knowledge of courses and course content.	2	7	33	57	7	15	40	34	10	31	33	22
Invites me to share my knowledge and experience.	6	28	35	29	12	46	28	9	13	55	21	7
Uses knowledge of vocational and post-graduate opportunities.	9	14	34	41	18	21	38	19	19	38	25	13
Checks to see if I understand advisor's advice.	5	16	41	35	11	34	40	11	12	47	27	10
Clearly describes advisor responsibilities.	2	7	30	58	9	20	39	27	10	36	33	17
Routinely maintains communication with me.	2	7	28	60	7	18	39	31	10	39	30	16

Research done locally may suggest which advisor characteristics are most appropriate for your advising system and which characteristics discriminate between effective and ineffective advisors. One might expect, however, that characteristics perceived as related to effective advising may vary according to changes in the culture of the institution. If, for example, characteristics of the student population change substantially one might anticipate that expectations about advising would also change. Decisions to use assessment procedures, therefore, must spring from an informed analysis of your own institution.

SOME ASSESSMENT ALTERNATIVES

One alternative using instruments similar to the one mentioned earlier is a repeated administration or time-series design (Glass, et al., 1973). Here, the same instrument would be administered at specified times during the semester or academic year. The resultant pattern of scores suggests whether or not the advising program, or parts of the program, are having a significant effect. For example, this design might be used to determine if a discussion series with advisors was associated with changes of score reports provided by faculty and advisees. A more complicated version, the multiple-time series, may be used to also gather information from an "untreated" group of advisors to determine the effects of a program intervention such as the discussion series.

Another option to be considered by the advising coordinator is the case study method. A case study is an in-depth analysis of specific persons or parts of the advising program. Using a "naturalistic" approach the program (or person) is studied as a whole. Thus, the assumptions, rationale, operating procedures, successes, failures and future plans of the program or the person are explored and compiled to create understanding of that segment of the advising service. A variant of this approach is the goal-free concept of evaluation proposed by Scriven (1974). The central theme of this approach is the examination of the program or project irrespective of goals. In other words, the intent is to discover and evaluate actual effects without regard to what the effects are supposed to be. Scriven has argued that if the main objective of evaluation is to assess the worth of outcomes, why make distinctions between those that were intended and those that were not? Applied to advising, this procedure would seek to determine all the effects that result from the interaction, or lack of it, between advisor and advisee.

EFFECTS OF ADVISOR ASSESSMENT

Systematic use of some form of advisor assessment yields positive effects for the entire program. First, the process clarifies for all concerned the scope of the advisor's duties and responsibilities. Thus, performance expectations of the advisor by advisees or the advising manager are available to the advisor for examination. The feedback available from the process may be used by the advisor and the advising manager to refine performance strategies and modify divergent expectations.

A second outcome is that the advisor-manager relationship is clarified and reinforced. The combination of evaluation/supervision are compatible processes that operate in the interests of the advisor and the advisee. Since the advisor and the manager are partners working to improve advising, procedures that generate valid performance data are helpful. As advisor and advising manager plan the program to gather data, discuss and interpret the results, and explore the possibilities for change in advisor behavior, the emphasis is on the collaborative aspects of their relationship. The "referee" approach to supervision, disliked by manager and advisor alike, are minimized or avoided.

Indeed the emphasis of assessment is an improvement rather than criticism. Data is obtained not just to label the incompetent but to identify aspects of advising already strong as well as indications of where and how advising may be improved. A related value of assessment procedures is that documentation is achieved. Repeated data-gathering permits the identification of changes in the relationship between advisor and advisees. Thus, the advisor whose performance is improving, the persons already performing competently, and the person whose advising contribution is inadequate or deteriorating all may be identified.

Through the use of assessment procedures the advising manager may achieve the major impact of assessment, that is, to meet the advising needs of students. By gathering data about the process of advising from the major participants, the advisor and advisees, the advising manager may provide the careful administrative and supervisory assistance to making advising the productive enterprise it was meant to be.

USES OF ASSESSMENT DATA

Information gathered at the beginning of the academic year may be used by advisor and advisees in discussing and formulating conditions of the advising contract. In this instance the assessment form is one means of gathering advisees expectations of advisors and advising that may be used as an integral part of programs designed to improve advisor effectiveness, in short, personal and professional development of the advisor.

Finally, administration of an assessment instrument may be used to establish the effects on a dependent variable, advisee reports, or some other programmatic change or intervention. If, for example, the advisor changed from individual to group sessions with advisees, reports from advisees gathered before and after the program change serve as a dependent variable and a measure of the effects of the change.

SUMMATIVE EVALUATION

Another aspect of advisor assessment occurs when the advising manager is requested to provide evaluative or comparative data about advisors. The advising manager can set the stage for summative evaluation with advisors during the discussion of the advising contract, usually by mentioning that summative evaluation is a fact of life in education today. One may expect that requests for information about advisors may come from the Dean, the Department, or members of a tenure committee. The manager will usually not refuse such requests, the manager may do so on the grounds that the advisor has refused to participate in the process, and may refer the requestor to the advisor. In other words, if the advisor wishes to not participate in an evaluation when the advisor must assume total responsibility for that choice.

The criteria for summative evaluation may include the following requirements of an adequate advisor:

1. Availability to students, judged by office hours (posted) and comments of students to the manager (which may be checked with a telephone call, so

that spurious comments are not allowed). Three checks for office hours usually are sufficient; every advisor must give an office telephone number or a number for office secretaries to advisees.

2. Mastery of information: advisors are expected to know the content of the advising handbook and the content of the "events memos" distributed by the manager. Calls to the coordinator's office to get information are viewed positively and encouraged; student complaints about advisors who do not know advising information are treated seriously and count adversely when verified.
3. Attendance at workshops and availability at key times: there are a certain number of required meetings each year: failure to attend or notify the manager in advance is weighed heavily against the advisor. Arranging for a substitute is allowed.
4. Cooperation on special cases: advisors are expected to refer special problems and to collaborate in discussing solutions. Cooperation is defined in terms of initiation with the manager's office and follow-through.

Advisors failing in any instance on 1, 2 or 4 are judged to be inadequate. Advisors may be allowed one mis-step on 3, however, a second unexcused absence usually means an inadequate rating. An adequate rating for advisors may mean:

- a recommendation for tenure
- a "standard raise" if these are given
- acceptance if they are nominated as advisors in the future
- no negative comments to the Dean or Department Head

Failure to achieve adequate status means that none of the above will be extended, and that negative comments on specific shortcomings will be communicated to the manager's supervisor.

Superior rating is achieved when:

1. All of the above are in good order, and
2. The advisor goes above and beyond the call of duty, which means:
    a. giving advisees full support with the bureaucracy as evidenced by petitions or academic actions at end of term.
    b. taking initiative with advisees: calling them on the phone, helping out with hospitilization, absences from classes, etc.
    c. taking the initiative with manager's office: calling about special cases, making constructive suggestions, being "on top of the situation" when inquiries are made and referring students promptly.
    d. being sensitive to advisee needs beyond academics.

Performance in this general area is based on simple observation of the advising system: usually there is sufficient interaction between students, the manager and advisors to make it relatively easy for the manager to judge superior performance.

A superior rating means:

- recommendation for merit raises (all equal)
- enthusiastic and strong support for tenure
- requests for further service as an advisor
- praise to Dean and Director at any opportunity
- praise to peers

During the contract setting between the manager and each advisor the manager should indicate that a notebook is kept in which notes relative to the evaluative criteria are maintained. The notebook is the property of the manager and no unverified complaints are recorded. When an advisor approaches the "inadequate" stage, he may expect a letter or a phone call from the manager. Hearing nothing means adequacy.

When summative evaluation is requested of the manager the standards mentioned above are provided. Advisors may be notified that the manager has asked to give an evaluation, and may be invited to discuss the evaluation if they are interested. If the manager has doubts about an advisor, the manager may:

- seek clarification by talking with the advisor or with advisees, or
- refuse to give an evaluation on the grounds that the manager has insufficient information, or
- give an evaluation based only on what is known, emphasizing that this is not the standard procedure and must be accepted as a partial measure.

ORGANIZING SUMMATIVE EVALUATION

It is important to set clear standards in advance, to get agreement or understanding of the standards, and to define the standards in such a way that performance can be measured, usually in terms of some obvious behavior. For instance, advising knowledge is judged in terms of knowing (i.e., being able to tell students) specified material. Judgments by the manager are only used to place advisors into the superior category, so that no advisor will be singularly effected by these subjective impressions, since the manager could misjudge advisors in some cases. It is preferable to have every advisor receive a summative evaluation since this decreases feelings by faculty of favoritism or discrimination by the manager.

In carrying out an evaluation many questions are asked. Initial questions are designed to establish adequacy first of all with subsequent questions designed to provide supplementary information to establish the superior rating. The manager may choose to use an absolute cutoff of points for an adequacy rating and to curve total points for the superior rating. In other words, summative evaluation should be designed to establish a minimum competency of knowledge and service that all advisors are required to meet. In addition, the evaluation may be designed so that a predictable proportion of all advisors will be granted a superior rating for their advising service.

One consequence of summative evaluation as we describe it is that it builds accountability for the advisor and the advising service. Not only do advisors know what is expected of them, they know how they will be evaluated, the substance of their own evaluation and which members of their advisor group received gold stars. The fact that these evaluations find their way into the mainstream of department or college business, or across the Dean's desk, will not long go unnoticed. We mentioned earlier that advisors have three choices when faced with evidence of poor performance in advising duties. First, advisors may disregard, downplay or pooh-pooh the source, second, they may admit the validity of the data and accept the label of ineffective advisor or third, they may attempt to improve performance and thereby change the nature of the evidence about their advising effectiveness.

Within the context of summative evaluation activities described here we anticipate that the first two options may be less desirable to faculty and that most advisors will find the motivation to improve both their advising service and the outcomes which result from these efforts.

SOME PROBLEMS OF ASSESSMENT

One major difficulty is that the entity to be measured is, to say the least, not easily quantified. Perhaps one could go further to say that even common agreement as to definitions of the process of advising, the product of advising or who, ultimately, should be accountable is not that widespread. At this stage to be definitive rather than suggestive regarding cause and effective relationships in advising is to court disaster.

Whether drawing on data generated by advisees, self-reports of advisors, advisor colleagues, the advising coordinator or on data drawn from other aspects of the institution, evaluative judgments cannot escape the twin perils of subjectivity and continuation of value. All data must either originate with persons and thus be subject to their biases or be summarized and interpreted by those who espouse certain categories of value and, therefore, importance. This truism is not to suggest that assessment should not be attempted, rather to assure the reader that most (probably should say all) attempts at assessment will be met and accompanied by dissenting voices questioning any and all aspects of the assessment process.

Another issue in assessment is common to attempts to evaluate faculty and their services. The dilemma is whether standards for evaluation should be agreed upon in advance (criterion-referenced), or norm-referenced, that is, based on a faculty member's relative standing among peers. In our discussion of summative evaluation the standards discussed for adequate performance were criterion-based while the approach used to identify superior performance were norm-referenced. We expect that given the variety found in higher education a case may be made for using both approaches. Norm-referencing, or how persons distribute themselves over a given trait, may be used when excellence, or lack of it, is to be a major assessment task. On the other hand, criterion-referencing, or the absolute mastery of a given task, may be appropriate for those aspects of advising when competence is not only desirable but necessary. Be assured, however, that regardless of which you choose some will think your decision fallacious.

A final problem about assessment that plagues the advising coordinator is the cost of evaluation. There are costs in terms of actual dollars, time and personnel needed to carry out even the simplest of assessments. The dictum "you get what you pay for" may have been uttered by some administrator beleaguered by the consequences of some inexpensive, but ineffectual, assessment program. Assessment funding should have a place in your budget in the same manner as you allocate funds for any other substantive part of the program. By treating evaluation as an important part of the program your attempts to justify, design and use assessment procedures will merit serious consideration from those with whom you work.

THE PROCESS OF CAUSAL ATTRIBUTION

One assumption behind most efforts at assessment or evaluation is that discrepancies between program objectives and program assessments are amenable to influence and change. One process that makes this assumption difficult to master comes from attribution theory. Attribution theory is a theory about how people make causal explanations about how they answer questions beginning with "why?" It deals with the information they use in making causal inferences and with what they do with this information to answer causal questions (Kelly, 1973).

Applied to advising and advisors the theory may be helpful in understanding how to use or design certain aspects of appraisal systems. Specifically, attribution comes into play when persons respond to questions such as "why do some advising procedures work?" or "why do some advisors receive low ratings from advisees?" or "why do some advisees not seek out their advisors?" If we asked these questions we might expect the causal attributions, the reasons why this behavior occurred, to be assigned to one or more of three factors, the advisor, the advisee or conditions external to the advisor-advisee dyad. The manner in which these attributions are assigned has meaning for your work.

Kelly suggests that a person ordinarily takes actions appropriate to the meaning his causal interpretation gives to his own or others' behavior. In other words, the causal attribution identifies the causes of certain effects and forms the basis for decisions about how to act in order to bring about the continuance or discontinuance of those consequences. In the case of faculty advisors we might expect that they will consider recommendations for change in their behavior only if they perceive that their behavior, in fact, was a causal agent in producing the undesirable consequence.

In order for you to bring about change in advising practices or in the advising system you may have to determine how advisors, or advisees, explain why certain outcomes occur. In some cases one may have to devise procedures that facilitate the discovery or alteration of one's attribution. Since awareness precedes change some of your efforts as advising coordinator may involve deliberate attempts to deal with each in that order.

CONCLUSIONS

It should be clear to the reader at this point that no one approach to assessment is infallible. The objective of assessment, advisors and their work, is complex, hard to define and constantly changing. Diversity in assessment is essential, for only by using several approaches may one approximate the actual form of advising development at any one point in time. Attempts to treat assessment data as fixed measures, therefore, should be short-lived. Like any organic system, the ebb and flow of advising will constantly change shape and direction. The coordinator turned evaluator must be at least as flexible and persistent.

Argyris (1970) offers a conception of the consultant's function in terms of three primary tasks: generating valid and useful information to deal with the problem in question; helping to bring about free and informed choice by all clients; and achieving internal commitment on the part of the clients to the choices made.

Applied to evaluation in advising these ideas suggest that in both formative and summative evaluation efforts, the task of the evaluator is to provide opportunities for others to obtain information, to make choices and to act on those choices. Whether the client is the faculty advisor and the process formative assessment or a college official requesting summative evaluation about advisors the task is the same. Your job is to help them, the client in evaluation, to learn, to decide and to act in concert with their objectives.

Chapter 7

A Management Information System

QUESTIONS:

- ✓ WHAT KINDS OF INFORMATION ARE NECESSARY?
- ✓ HOW SHOULD THE INFORMATION BE COLLECTED?
- ✓ FOR WHAT PURPOSE SHOULD THE INFORMATION BE GATHERED?
- ✓ HOW MIGHT THE INFORMATION-GATHERING SYSTEM BE ORGANIZED?

The managers of most systems are somewhat idealistic. Most hold to the notion that making decisions, managing and evaluating the system will be improved with the acquisition of a comprehensive informational system. In your role as director or manager of advising you may fall prey to similar sentiments about the need and its possible solution.

As manager of a faculty-advising program you must decide what type of information about the advising program is essential to manage or direct the program. Although information may be gathered about a variety of topics you may choose to gather data that answers the serial question "Who does what to whom, when, and with what results?" Information gathering may be divided into four categories that represent attempts to assess the advising system's effort, output, relevancy, and efficiency.

First, one may assess the degree of effort expended by the system of advisors or, in other words, how many advisees are seen. This form of information gathering focuses on input to the system. How many advisees are seen, what are their characteristics, what problems do they present, when are they seen, and who sees whom, are examples of data that may be obtained.

In this case data gathering is designed to provide additional information about the characteristics of the advisees or the advisors, about what types of questions or concerns are brought to advisors for their assistance, or what is the pattern of use of advisors during a specified time period. The data may be used to describe who uses advising, what they use advising for, and what time periods are busiest for advisors. With such information you are able to describe the chief players in the advising system and give some indications of what game(s) is being played.

Potential uses of such information might include end of term or year reports to advisors, department heads, senior administrators or your own supervisor. The information may also lend itself to articles, newspieces or reports in the local media where one objective may be to inform the general college community of what issues or problems are being brought to advisors by students. Data about patterns of use during the term may be helpful to you in planning for advising services or useful in programs of advisor orientation. Information gleaned about the characteristics of students who use advisors or of the advisors who are most frequently seen by students may provide significant clues about elements in the population of students that require additional assistance. In addition, an analysis of advisor characteristics may help identify those advisor behaviors, advising styles or advising procedures that are perceived by students as being more helpful or receptive to those students' needs.

A second form of assessment concerns measurement of the output of the system, or what are the results or effects of advising? What do advisees or advisors report as outcomes? Are advisees able to make choices, are participants satisfied with the results, does advisor-advisee contact lead to more frequent interaction in other settings? These and other questions are some of the matters that may be investigated when focusing on the output of the advising system.

Efforts to assess outputs of the advising system provide information that is of interest to many persons. The information answers the "So what?" questions about advising. With these data you are able to describe how advisees or advisors evaluate advising, whether they think advising was productive or helpful or, whether they were satisfied with advising. In addition, you may be able to describe associated events that appear to be linked to advising. For example, advisees who frequently consulted their advisors may have fewer problems with registration, know more about the school, receive higher grades or perform differently on other variables than advisees who underused the advising system.

These data are the chief form of feedback to the advisors about the consequences of their work as advisors. Beyond the level of the individual advisor's assessment of whether or not a particular advising session was useful or productive, these data indicate to advisors the effects of advising in the general context of a college education. Administrators and supervisors, too, will be interested in learning how advising may be said to assist students or aid the general educational mission of the institution. As you are well aware, any responses to these kinds of questions about advising impact have significant influence when budget time rolls around.

The third kind of assessment data are those concerned with system adequacy, in other words, a comparison of system output to the needs of the population for whom the system exists. Here, one is interested in whether the accomplishments of the advising system may be providing helpful assistance for learning about decision-making but neglecting to supply students with information that could be used in reaching decisions. Data obtained from this form of evaluation are useful in determining whether the general goals or major objectives of the advising system need to be changed. The ultimate objective of any helping system is the provision of help where help is required. As you evaluate your own system you may wish to gather information pertaining to the adequacy of the program in meeting this objective.

For example, a needs assessment of students may indicate great interest and concern about career and life planning. On the other hand, a check of topics generally discussed during advising sessions may indicate much of the time spent on registration, changing courses or completing course requirements. With these data in hand your advisors and yourself are now in the position of being able to explore the extent to which advisors may provide, and students will accept, advising assistance designed to address career planning concerns.

Finally, the fourth type of evaluative data for an advising system concerns system efficiency or, comparing the outputs or consequences of advising to the inputs, the needs and questions of advisees before they consult advisors. Here, the manager is concerned with whether the outputs or results of the advising system satisfy, answer, or otherwise deal with advisee requests or needs presented upon entrance to the advising system. In other words, you are comparing before-after measures to determine how well the advising system solved or assisted with questions and problems presented to advisors. For instance, if advisees requested assistance with selection of courses one would gather data about the appropriateness, timeliness or helpfulness of advisor service designed to help meet the need. Analysis of the data obtained is useful in determining what parts of the advising service require adjustment or change.

One measure that might be used to determine the efficiency of the advising system is the extent to which students go to other help-givers for assistance after having seen an advisor. Although it is acknowledged that some contacts with advisors are best viewed as steps in a referral process, where the advisor helps the advisee to determine the best source of help available, this interpretation may be overused. In other words, advisors may be referring students elsewhere for assistance when the advising contact may be the optimum setting for resolution of the problem. Data-gathering procedures that identify what problems are brought to advisors, where the advisor "stands" in a student's chain of help-seeking attempts, and where in the chain the problem is finally resolved may indicate the help-giving efficiency of the advising program.

HOW TO PROCEED?

As this presentation suggests there are numerous types, kinds and variations of data about advisees, advisors, or the advising system that may be collected. Before plunging ahead with data collection you should consider two questions. First, what kinds of data might realistically be useful to you or your advisors, and if available, what implications would these data have for advising procedure or policy?

WHAT INFORMATION IS NEEDED?

In regard to the first question one may begin by literally constructing the types of data tables and reports to be generated from the data. This approach forces one to consider the end product of data-gathering and is helpful in identifying the types of data that will or will not contribute to your objectives. Another value of creating "mock" tables and reports is that one discovers the most appropriate format for collecting and analyzing data. A related value of creating data tables is that you have examples to use in checking your assumptions about what kinds of data presentation would be informative and useful to others.

As you differentiate between the reports or tables you need also reach decisions about the need for data reported on advisees, on advisors, or on fiscal or other matters pertaining to the advising system. Consideration of the need for an information system that will facilitate the creation of reports may be aided by an exploration of selected areas of concerns. They include questions about the frequency and make-up of reports, what data will be collected, how will data be gathered and how will the reports be used.

FREQUENCY OF REPORTS

Important questions are one, to whom are the reports directed and, two how frequently are the reports to be produced? Are reports to be generated monthly for distribution to advisors, is there to be a semi-annual report to your supervisor, or is there need for an annual report to someone external to the college?

A very clear understanding of exact numbers of reports and the frequency of their generation is basic. Equivocation at this stage of planning is likely to be associated later with added difficulties and misunderstandings. If decisions cannot be made relative to the number and the frequency of publication of reports we think it may be symptomatic of the need for either more information about the need or for review of the objectives for proposing a management information system.

MAKE-UP OF REPORTS

Continuing efforts to construct model reports suggest the following criteria. Is the format simple? Is is clear what the report is trying to present? Is the report correctly titled? Accurately labeled? Easy to follow (read)? If the report is to be used it must be useable. The time that is invested in report construction and the review of model reports is time well spent.

One may wish to consult with prospective users of the proposed reports to determine how they envision a readable, useful document. An added benefit of such activity beyond the assistance gained in creating the report format is the early involvement and investment of those for whom the report is being created. Adjustments in report format made as a result of this prior consultation demonstrates to report to recipeints that their interests, and input, were not ignored.

CRITERIA FOR DATA COLLECTION

Among the questions to be answered are one, how frequently should data be collected and, two, what is the density of data collection? The first question pertains to whether data should be gathered continuously or on some periodic or fixed basis during a term or school year. For instance, should data be collected throughout the term or is it advisable to gather information at specified times, say, prior to registration or during an add-drop period? One may conclude that certain information be collected continuously while other information is only collected at specified times during the academic year.

The second question has to do with determining the proportion of total respondents available that are to be included in the data collection. This becomes a question about sampling. Do you want to gather data from the entire population of potential respondents or is a sample from that population sufficient? If a sample is called for, what criteria should be used? Should the sample be based on a specified proportion of the population, some element of usage, say, every third person who visits an advisor, or on some time or date factor such as students who contact advisors the week following mid-term examinations?

METHOD OF COLLECTING DATA

Assuming that one has a clear understanding of the usefulness of the data leads to another vital question. How reasonable is it to expect that such data can and will be collected? Reality resting is crucial here for one should hold few misperceptions about how and by whom the data will be reported and collected.

Will students provide information as expected? Do advisors have time or will they agree to provide information about advising contacts? Are there other resources available to faculty advisors, secretarial staff, department offices, student assistants, etc., that may be used by faculty to provide some of that data that is requested of them? Since persons who generate or record information are such a vital link in the entire process of information gathering the project design must assure that they are or can be available to participate in the process.

EASING THE BURDEN FOR DATA PROVIDERS

In drawing up final-form instruments one should check to see that natural language, terms that are clear and in usage by data providers, is used on the forms. Additionally, one may review the use of codes or checkoffs on the form and, if used, assure that codes are found on both sides of the form. The caveat here is that the simpler the task of providing information, the more likely it is that information will be provided.

Finally, don't request information when the need for that information or its possible use are unknown. There are a few things that antagonize persons more than discovering that information they have provided has been disregarded or ignored. The burden will be on you to demonstrate that the information you ask to have provided is necessary and will be used to the advantage of the advising service.

BORROWING FORMS AND PROCEDURES FROM OTHERS

In the press of all the things you must do you may be tempted to adopt procedures and formats from others rather than generate them yourself. The logic is enticing. After all, this other college is similar to your own, has an advising system much like your system and uses an information-generating system for the same reasons that you have advanced. Does it not follow, then, that you might easily adopt their system for your use? The clincher, in many cases, is that because it would be so easy to adopt another's system it would also permit the installation of some system before school begins next term or next year. Borrower beware, for expediency does have its costs.

Since the existing model of information gathering, be it a commercial vendor-supplied system or one developed by another institution, was not developed with your specific needs in mind it is unlikely that it will completely match your requirements. Furthermore, the relative ease with which a borrowed system may be used make it unlikely that you or others will raise and face some of the hard questions that should be answered prior to the installation of any information system. For instance, the question about the needs or requirements of potential users of reports may be ignored. One could adopt a system only to find later that it either duplicates efforts currently in existence or that it generates information for which there is no consumer.

STEPS IN DEVELOPING A SYSTEM

Schroeder (1977), in writing about the design of management systems for colleges, presents a life cycle or series of phases that systems go through from initial conception through development and operation. On the assumption that some of these same phases might be applicable to your consideration of a management information system we have borrowed the concepts and applied them to the creation of a management information system for advising. The phases are as follows:

1. Develop a Project Plan. In this phase one would specify the objectives and note the assumption implicit in the plan. Here, also, one would identify the types of alternative information-gathering proposals to be studied, the tentative time schedule to be followed and the resources required to complete this phase. In addition, one would specify the persons responsible for completing activities in this phase and for carrying out the subsequent phases.
2. Study the Present Information System. One would attempt to determine what information is presently being generated by the advisors or the advising system. If information is being generated and recorded one would identify how the information is distributed and how and by whom this current information is being used. In addition to specifying how the present information system operates for the advising services, this phase provides some basis for suggesting altera-

tions or changes.

3. Recommend an Improved System. In this phase, planners suggest changes in the information system. Experience gained through answering some of the questions about information systems and resultant reports mentioned earlier in this chapter prepare you and others to formulate recommendations for change. The review of model reports that have been developed, the consultations with proposed consumers, and the discussions with persons who will be required to generate or record information all serve as a backdrop for the changes or alterations suggested in this phase.
4. Development of the Information System. This phase involves the creation or construction of specific portions of the program. Forms for the collection of information will be finalized, procedures for gathering, recording or transmitting information will be created, reviewed and finalized, and responsibilities for operation of the program will be specified. Computer programs, or manual processing procedures, will be developed during this phase. The completion of this phase should find the information system ready to be used.
5. Implementation. The information gathering program becomes operational in this phase. Ongoing training or monitoring of certain parts of the program would be expected to occur. The resolution of unforeseen problems and changes in the program as experience is gained are to be expected.

6. Operation and Evaluation. In this last phase the program is operational. Next, efforts are undertaken to determine if the program's output, data, reports, documents, etc., are used and if the objectives specified for the information system are attained.

One value of using a set of procedures for planning like the six-phase life cycle approach suggested by Schroeder is that the entire project must be conceived and treated as a unit. This requirement helps to prevent fragmented planning or the implementation of activities prior to an analysis of possible effects elsewhere in the advising system. Thus, both the information generators, in this case faculty or students, and the information users, those who receive and use the resultant data reports, have some say in what the information program should accomplish and how these objectives are to be achieved.

Chapter 8
Planning

QUESTIONS:

- √ WHAT IS THE ROLE OF PLANNING?
- √ HOW SHOULD PLANNING BE CARRIED OUT?
- √ WHO SHOULD BE INVOLVED IN SHAPING THE PLAN?
- √ WHY IS PLANNING SO IMPORTANT?

Within the scope of responsibilities as manager of advising, one function that may receive scant or infrequent attention is planning for the entire program. To be sure, many decisions will be made and numerous activities undertaken that influence the entire advising program, but we expect too little time will be spent in systematic exploration of the entire system of advising. What we refer to here is the application of systematic methods to achieve particular objectives of the advising system. What this entails, we think, is the use of a technique of organization designed to understand the resources and needs of the advising system and to create specific plans designed to help the system achieve stated goals.

What do we mean by "planning" as it relates to an advising system? Essentially, any plan is a set of ordered concepts or ideas for getting from point A to point B, or to put it another way, it is a blueprint for getting from where you are to where you would like to be at some time in the future. Consequently, the first step in planning is to be able to describe point A, or the advising system at the present time. We can do this most readily by identifying important components: in this case, the clients or consumers, and the service providers or deliverers. For the moment, we need not worry about the way in which members of these sets or elements are organized in structures for, in fact, the delineation consumer and provider fully describe the two essential components of the system as they occur in the advising relationship.

Unless you use professional counselors in your system, we can describe the students as the consumers, and faculty as the providers. In order to describe our system more accurately, we now break down these categories even further based on known characteristics of elements in each group. Essentially, we want to establish what each sub-group of consumers need, and what each sub-group of faculty provide. For example, it is helpful to think of the advising system for students as a series of subsystems providing service to unique sets or elements: some minor sets or elements that immediately come to mind are freshmen, sophomore, junior, senior and graduate student categories. Within these groups other sub-grouping should also appear. Students in a College of Arts and Sciences, for example, may need different advising services than those in more professionally-oriented curricula. Certainly within each group, males and females have different characteristics that suggest different systems, with minority students another subset that is likely to have distinguishable characteristics.

How does one know that the general population of students should be categorized into more discrete units? Primarily through experience, surveys of needs, and perusal of the relevant professional literature. Perhaps the best way for setting about describing your current system is to develop your own survey or needs-assessment instrument. The different responses obtained will quickly differentiate the needs of the different elements or sub-groups in the population of all students. One way to do this is to ask students what they are seeking in an advisor, or to determine in what areas of concern students feel they could use advisor assistance.

If all has gone well at this point, one should know basically how students may be categorized into sub-groups according to their advising needs or according to characteristics of their sub-group. If you are the manager of a system with very homogeneous elements, say an engineering college with a large population of white males and few minorities or women, you may have only a few groups. On the other hand, if you are the advising manager for the division of arts and sciences, you may have sizeable numbers of students in all of the categories listed above. Whatever the case, it is wise to set down on paper each of the groups you conceive to have special needs or characteristics based on the information you gain in your survey. Such a listing might look like the example in Figure 3.

Figure 3

College of Engineering

Freshmen

Regular

Field indication

Elec.
E. Physics
Chemical
Civil/Environmental
Mat'l Science
Geo Science
Mechanical
Oper. Res./I.E.
Undecided
Bioengineering

Irregular (accelerating, AP Credits)

AP: Math, Chem or Math Physics

AP: Math, Chem, Physics plus elective

Irregular (disadvantaged)

Minorities

Irregular (transfer, con't. ed.)

Off term transfers

adult/special students

rejoining students

Note:

Separating students by sex or race should not be construed to mean that these students will be assigned an advisor on that basis. In this instance, it is indicated for two reasons: there are separate institution programs for certain groups established by state or federal agencies; "clumping" minorities or women tends to foster peer group formation, whereas scattering appears to contribute to a feeling of alienation.

One needs to do the same thing for the service deliverers, or faculty. In this case, however, it is a little more difficult to know intuitively how to categorize faculty into sub-groups or elements, and one may need to proceed differently in institutions of various kinds. One would hardly group faculty in a small, liberal arts college the same way one would group them at a large, research-oriented university. The key question in beginning is how do faculty group themselves. Usually this sub-grouping occurs by academic discipline or by department. Within departments, faculty often group themselves as junior and senior members, and this, typically, is related to the tenure status of the individual member. This distinction can be important in two ways: first, untenured faculty are often anxious to do a good job of advising but don't have the time (or consider publishing more important); and second, tenured faculty often have immunity from tasks they consider "unpleasant" though this is not always the case. You may wish to create "specialty" groups for the senior faculty members, some of whom are deeply committed to teaching and advising, or for persons who play special advising roles, such as departmental placement of graduates, etc.

Once you have identified basic groups, you should list their important characteristics, just as you did for students, being careful to list what each group can provide as well as what each group needs. For example, if faculty are grouped in small departments, their resource might be described as "specialized course advise"; if a department is ninety percent tenured, their need might be described as "reluctant to generalize" and so forth. If there are few or no minority or women faculty in a department, that fact might be noted. These faculty subgroups can then be diagrammed, much as was done for students, again with attention given to the characteristics and needs of each distinct provider group. An example of such a listing appears in Figure 4.

Figure 4

College of Engineering

Advising Resources for Freshmen -- 1977-78

Specialized: Academic advice

Departmental advisers (inexperienced)

Allison, Jones (Civ. E.)
Robertson (Geo Sci.)
Williams (Mech. E.)
Tenny (up for tenure next year)
Green (full prof., never advised frosh)
Overton (Chem E. first year)

Departmental advisers (experienced)

Ostrowski, Mellon (Elec. E.)
Levy, Bloom (E. Physics)
Smith, Richford, Mendez (Mech. E.)
Ramiro, Paolillo (Mat'ls. Sci.)
Alo, Backer (Civil)
Thorn (Chemical)
Black, Eliasof (Oper. Res.)

Departmental advisers (unwilling)

Whitehead (Oper. Res.)
Brill (E. Physics)

Non-departmental advisers

Levelman (Basic Studies)
Lacey (Admissions, Placement)

Generalists

Mellon (EE)
Mendez (Mech E.)
Levelman (DBS)

Curriculum specialists (inter)

Ford (Mech. E.) former chairman
Everly (Chem. E.)
Salisburg (E. Physics)

Special interests

Tenny (women, accelerating)
Williams (disadvantaged)
Overton (premeds, bioengineers)
Mellon (disadvantaged)
Backer (accelerating)

Other

Ostrowski* - learning disabilities and special situations
Levy - non-traditional students

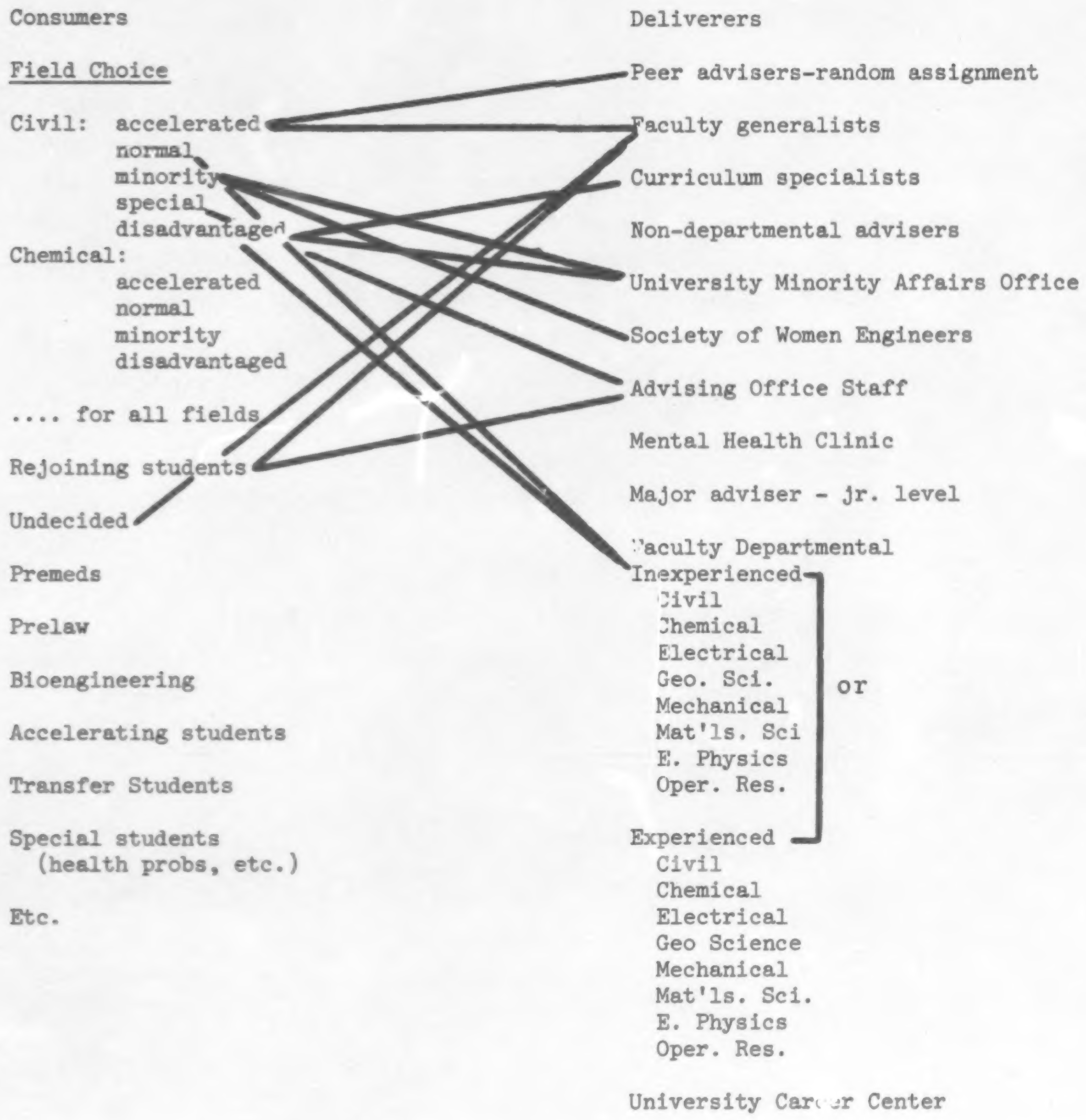
The next step in describing point A is to diagram the way advising is currently delivered to each group of consumers. This can be done through the use of arrows that indicate an advising relationship, as it exists in the current system. Hence, you may have tenured faculty advising freshmen blacks within a departmental framework, as indicated by Figure 5. Don't be shy with the arrows or your imagination: note for example, that one could use dotted arrows to show student advising relationships. The important thing is to develop your own analytical scheme for representing consumers, deliverers, and the relationship between the two. As an aside, you may want to pay special attention to consumers who are being advised by many groups, and hence may be the target of many arrows -- literally. Such students are often confused by conflicting and contradictory advice.

Once you have a system diagrammed, it is entirely up to you to put together a system which you consider to be ideal. You can do this on the same chart, by adding arrows in color to represent new interactions as in Figure 5. You may want to draw new diagrams.

Figure 5

College of Engineering

Advising Delivery System



Consumers

Field Choice

Civil: accelerated
normal
minority
special
disadvantaged
Chemical:
accelerated
normal
minority
disadvantaged

.... for all fields

Rejoining students

Undecided

Premeds

Prelaw

Bioengineering

Accelerating students

Transfer Students

Special students
(health probs, etc.)

Etc.

Deliverers

Peer advisers-random assignment

Faculty generalists

Curriculum specialists

Non-departmental advisers

University Minority Affairs Office

Society of Women Engineers

Advising Office Staff

Mental Health Clinic

Major adviser - jr. level

Faculty Departmental
Inexperienced
Civil
Chemical
Electrical
Geo. Sci.
Mechanical
Mat'ls. Sci
E. Physics
Oper. Res.

or

Experienced
Civil
Chemical
Electrical
Geo Science
Mechanical
Mat'ls. Sci.
E. Physics
Oper. Res.

University Career Center

Note: The diagram is not completed because of the cramped space of a single page; it is best to use a separate page for each sub-group of students to avoid a maze of lines.

You may want simply to analyze each relationship in a step-wise procedure, making new ones where you believe the old ones do not represent an optimal configuration. The key thing to decide is what is the most desirable system, i.e., point B. Do you want blacks advised by blacks? Do you want women advised by peers? Do you want freshmen advised by tenured faculty, who may have forgotten many of the college policies relating to freshmen? These questions should be partially answered by your needs assessment if you have set up the questions correctly, partly answered by your own experience, partly by common sense.

In general, it is not too dificult to decide what you would like to do in terms of a final configuration; however, it is considerably more difficult to reach the final configuration. The last step in making a plan, and perhaps the most difficult, is to come up with a series of steps to get you from point A to point B. Drawing arrows is simple. Getting consumers and deliverers to accept your "arrows" is exceedingly complex. When you come to this stage of your planning, you may have to rethink some of your arrows, because of practical considerations. That is fine, so long as you don't fail to draw arrows originally because of such considerations. It is always best to map out point B without regard to implementation, then try to figure a way to achieve the ideal, than never to draw the ideal relationship or arrow to begin with. The goal is to describe point B in such a way that you can work on discreet problems in your planning, problems that are easily identifiable.

Of course, one's ability to come up with ways for getting to the ideal system is the cutting edge that separates one planner from another. Not all of us have the same degree of creativity in thinking up solutions of "people problems" and not all of us have the same facility for motivating people to do what we want them to do. Your solutions must be those you are comfortable with, those you feel you can achieve. Pie in the sky is not helpful at this stage. If you get stuck, consult those with greater experience. Many faculty members can give you a feel for what is acceptable and achievable with faculty; a few old-timers may even give you a few words of advice on how you might best achieve your ends.

The only suggestion we wish to make is this: it is easiest to influence people who know you, who trust you. Planning is much easier when you take the time to cultivate relationships. The best "planner" in the world is not likely to be successful at an academic institution if the planner is a "new-comer." If you don't know the department chairperson, get to know him. If you don't know new faculty, make it a point to meet them shortly after they arrive. All this will make implementation of your plan easier and smoother, and it will mean you can do much, much more in terms of reaching an ideal system.

With current data about the student advisees and faculty advisors in hand you have the basic materials with which to shape and direct the advising program. As you may have surmised, while the program may be circumscribed by institutional forces or policies that are beyond your immediate control it should not be limited because you lack a comprehensive plan of action. The responsibility for developing and following the plan rests mainly with you.

GENERAL PRINCIPLES OF PLANNING AND DESIGN

One of the responsibilities that falls to you is the creation of system-level designs or plans which, following some process of review, may become blueprints for action for the advising system. It is within this framework of system design or system planning as a general activity of your work as advising manager that these comments are presented. Rather than to present only specific guidelines or criteria we thought it also appropriate to suggest some general principles for your consideration. Davis (1977), writing about design in teaching and instruction, presents some general principles that may have merit for those working with advising systems. He proposes six principles that we have attempted to apply to planning and design for academic advising systems.

First, good design should permit the application of advanced knowledge or techniques about human learning. As research on human behavior generates new knowledge about how persons grow and learn the boundaries of the advising system and the designs or plans for the system should allow this new knowledge to be tested and incorporated. As new information is received about the characteristics of students or faculty, about procedures that facilitate discussion, disclosure or decision-making, or about methods of identifying and using one's personal values in teaching or learning, the advising system should have a means of reviewing the implications for advising and, if appropriate, for incorporating these advances into the advising program.

Second, good designs are such that form and function are compatible. In other words, the methods used should be related to the objectives that are desired. The issue becomes then, not what we have done, or what we or others wish to do, but what procedures are most likely to accomplish the objectives that have been identified. This principle implies that planning activities have some provision for the identification and exploration of alternatives that may realistically be expected to accomplish system objectives. The use of historical precedent, resistance to "new" approaches and rationalizations of why alternatives shouldn't be considered, all should receive little reward if this principle were observed. Information rather than intuition should bear more of the burden in determining how objectives are to be achieved.

Third, good design is cognizant of the reality that confronts the advising system. Advising, after all, is only one part of a complex array of functions and services called higher education. Plans for the advising system must be tested against the life of the institution. The shifting pressures and constant change within any college or university emerge and recede within the framework of some grand design for the institution. Thus, if plans for the advising system are to facilitate the work or the growth of the system, they must carefully account for and blend with the presses which shape and change the institution.

Fourth, good design is motivational. Worthy plans are those that can incite persons to greater vision and renewed effort. People can view plans as opportunities to strive, to achieve and to grow. Good designs would be such that persons are intrigued with the possibilities, excited about the challenge and reluctant to not be involved. Good design should challenge both the heart and the mind; persons should be encouraged by the design to think and to experiment with the concepts or ideas found there. The routine, the obvious or the commonplace may be necessary components of any design but they should not be the overriding reaction one gets from reviewing or participating in the plan.

Fifth, good design should be straightforward and simple. The application of this principle of economy and simplicity is important, if any but the planner are to understand or use the design. Although the creator of a complex plan may be intrigued by the intricate relationships and the nuances of understanding that may be achieved, the potential users are either bored or befuddled. Good design should be easy to communicate, easy to understand and possible to implement. Designs for the advising system should be known less for their elegant language or sophisticated logic and more for their achievement of desired objectives.

Finally, good design should be responsive to individual differences. A responsible and responsive design does not ignore the individual or the uniqueness that each possesses. Rather, the design makes creative use of the diversity among people, it allows for persons to contribute to and be accomodated by design parameters. Thus, a design for work with advisees should be such that each party in the program or the interaction feels that their interests and talents may find some expression and recognition.

WHY PLAN?

Some may question the need for any sort of planning for the advising system. Is it not the responsibility of the faculty advisor to meet the needs and the requests of their advisees? Can one not assume that, at its best, planning for the system means leaving advisors alone to do their job? One could, and many do, assume that the best plan for advising is to do just that. This hands-off approach to working with advisors assumes that in advising the advisor represents constancy and the advisee the state of transition. The focus in advising is on the one for whom transformation is the reason for attending college.

Recently, however, information has overtaken common knowledge to suggest that faculty are all not at the output end of some final stage of development. Ralph (1973) reported it was possible to order faculty along a continuum according to the complexity and generality of the assumptions which underlay the meaning they gave to their professional lives. He suggested that this continuum of development might be grouped into five levels or stages. The continuum suggested by Ralph portrays a progression from a position where faculty see knowledge an unambiguous entity, and where teaching consists of simply presenting facts to students, to a position where they begin to see knowledge in more differentiated terms and recognize the need to raise various strategies to help students gain understanding. In relations with others the progression goes from a view of people in moralistic terms of good and bad, to a more psychologically insightful notion of people that recognizes the origins of manipulation and inequality in human relations, and then to a sense of commitment in a context of tolerance and reciprocity.

If evidence suggests that faculty are growing and changing, or at the very least are in a state of flux that in some ways corresponds to what advisees experience, then plans for the system must take this reality into account.

As mentioned earlier, it may be appropriate to determine the needs of advisors as one would ascertain the needs of advisees. In both cases the objectives are similar, to identify characteristics and needs of persons so that programs, activities or actions may be designed with an eye toward what consumers need or will accept. One could hardly prevail upon advisors to be sensitive to individual differences among advisees if your own style of working with advisors is to deny their individual uniqueness and to treat them as a homogeneous group. One might expect that advisors will likely ignore what you tell them and watch what you do in your interchanges with them. This can work to the advantage of the program if, as we mentioned in an earlier section, you take the opportunity to point out what you are doing and why, and to raise questions about implications of similar behavior in their work with advisees.

Recent years have seen the emergence and spread of activities and programs commonly termed faculty development. These programs may involve various combinations of activities designed to provide assistance in instructional services, personal development or personal growth and in understanding and working with the institutional environment. The design and activities of the program for faculty advisors can play a significant role in the broader institutional plan for helping faculty become more effective in their professional roles. If this is to be the case, you as advising manager, must have some plan, some scheme for helping the advising program move from where it is to where it was meant to be.

Chapter 9
Something to Think About

To point out the obvious is to say that managing advisors and, in fact, the advising process, is complex. With the multitude of personal, institutional, and content-oriented variables that are in constant interplay, it is difficult to think that any simple guidelines can be of much assistance. Assuming, however, that innovation is associated with need, we propose here a set of constructs that we think may be helpful to you in working with advisors and, in turn, may be helpful to advisors as they work with advisees.

The first concept is the degree of ownership, responsibility, or accountability (ORA) for the interaction to be experienced by both parties; second is the degree of directiveness on the part of the providing party, and the third concerns the visibility of the interaction between provider and recipient.

In any relationship the principals arrange to distribute what we've titled ORA. They arrange to share the load, have one person assume more of ORA than the other or both assume little and look for someone outside the relationship to fill the fuel of bearing ORA for the relationship. For example, the advisor and the advisee may share ORA, arrange to have one or the other assume a greater share, or look to someone else to assume most of the ORA burden for the advising relationship.

One of the questions to be considered in your work with advisors and, analagously, what advisors should consider in their work with advisees, is how ORA is to be distributed in that relationship. For instance, in your work with advisors do you want a major share of ORA for yourself, for the advisor, or should it be equitably shared? Your response, hopefully will determine how you plan and conduct the interaction with advisors and what you will or will not do in interchanges with them. Two different views of the providing person, in this case an advisor, may be illustrative of how ORA can be distributed. On one relationship, where the advisor is expected to be an authoritative information source on institutional policies, most of ORA would be borne by the advisor. Issues of what to do, how to do it, and the feedback associated with any products generated would accrue to the advisor. In another relationship, where the advisor is consultant, many of the aspects of the relationships would be borne by the advisee. In like manner, the degree of ORA you wish advisors to assume will determine how you proceed as you work with them.

The second concept, directiveness, refers to one aspect of your behavior in working with advisors. Directiveness, as it is used here, represents a behavioral continuum on which actions in particular interchanges range from "very directive" to "non-directive." Your verbal behavior during an interview with an advisor where the advising contract is being formulated may be very directive. In that session you may take the lead in asking very specific questions or sharing very concrete information (i.e., "you will be expected to meet twice a month with the manager of advising"). On the other hand, in advisors' meetings designed to review progress in the advising program you may function more as a facilitator of the discussion and less like that of a contract negotiator. Furthermore, in some interactions with advisors the objective may be to listen to their views, to elicit their reactions to particular issues, or to help them deal with some pressing personal concern. In all of these instances, your index of directiveness would be lower than it would be in some other interaction.

The point to make here, and the one to be conveyed to and discussed with advisors, is that your objectives for the interaction should have something to do with how you proceed in the exchange. To belabor the obvious, what we are suggesting is that, prior to the exchange with an advisor, you quickly review what you want to accomplish during the interaction and how you are going to proceed (behave) to reach those objectives. We would also add that advisees might reap greater benefits from advising if advisors were to do more of the same.

The third concept concerns the degree of visibility of the exchange between you and the advisor. Simply put, does the interchange take place in a private confidential meeting between the two of you or does the exchange take place in a more public forum? Associated with the idea of interaction visibility is the notion of privacy. Thus, an exchange between you and an advisor that takes place in a hallway, at a party, or in the faculty lounge all may be different than exchanges taking place within either of your offices. Perhaps most importantly, these differences are felt to be psychologically different, that is, the nature of what could, should or is discussed is influenced by the setting. Some recent work using a counseling analogue situation demonstrates that reduced privacy decreases client self-disclosure in that setting (Holahan and Slaikeu, 1977).

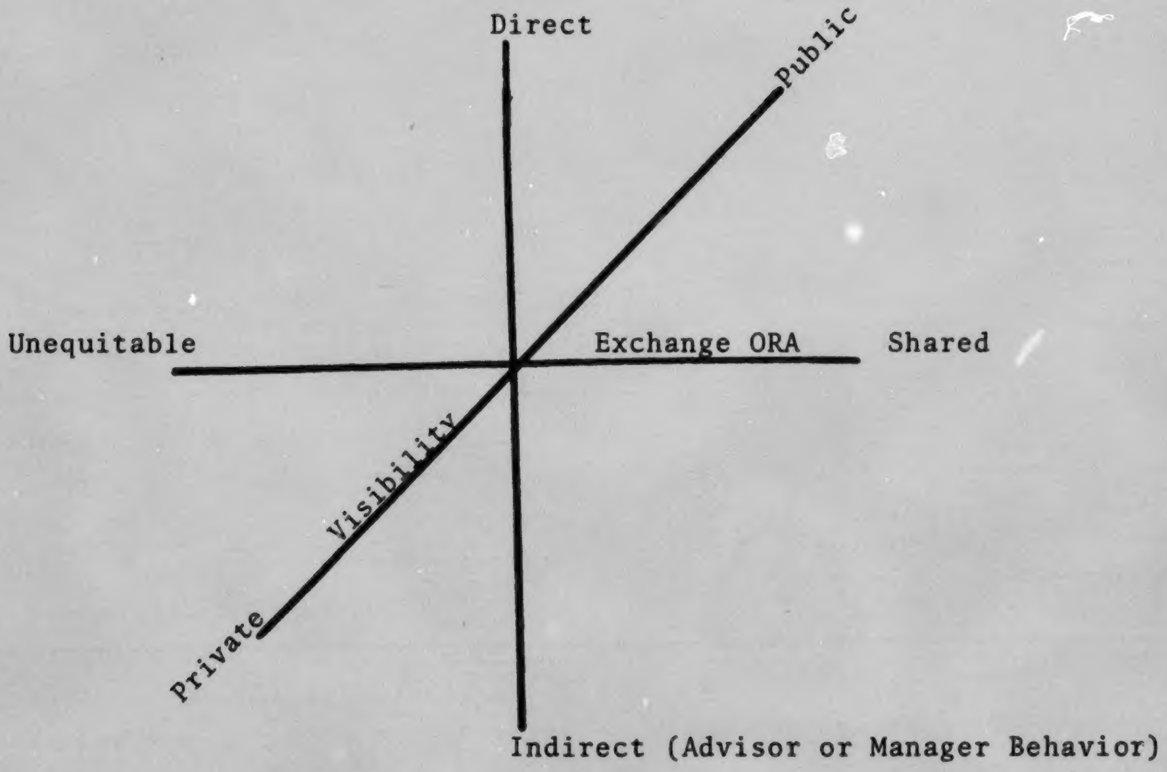
If the physical setting of an exchange does, in fact, influence the conduct or consequences of the exchange then this factor must be considered when planning different activities. Thus, it might be argued that negotiating the advisor contract might take place in your office, while discussion of negative advisee feedback about the advisor might be held in the more familiar confines of the advisor's office. Other matters that are not advisor specific, say, discussion of advising policy, or your role as manager might be appropriate for an advisor's meeting where the visibility index would be high. An issue to be considered for many interactions is the appropriate degree of visibility for the exchange. Here again, we assume a close relationship between the objectives of the interchange and the degree of visibility and privacy that are chosen.

CONCEPTS IN A SPACE

We think that the three concepts ORA, directiveness, and visibility may be used to categorize many of the interchanges in advising. In fact, one value of categorizing the exchanges in a relationship is that it permits thinking about and planning for the exchange prior to the event. One may think about a specific exchange or interaction by determining where the interchange or interaction would be located on the conceptual continuums discussed, namely, ORA, directiveness and visibility.

It may facilitate matters by thinking of all interactions being placed in a three-dimensional space where the three axes are ORA, directiveness and visibility. The range of continuums, "exchange ORA", "Your degree of directiveness" and "visibility of the interaction" are illustrated in Figure 6.

FIGURE 6


Direct
Public
Unequitable
Exchange ORA
Shared
Visibility
Private
Indirect (Advisor or Manager Behavior)

One may describe and in some ways define certain interactions by indicating where they are located in the three-dimensional space. For instance, contract negotiations between manager and advisor may be described as private, direct and shared while a group discussion designed to evaluate the manager of advising might be categorized as public, indirect and unequitable. In like manner, sessions with advisors designed for the purpose of sharing information might be judged as public, direct and shared while a problem-solving discussion between manager and advisor might be categorized as private, indirect and unequitable.

The point of this discussion is that it is possible to think about and define selected characteristics of interactions that occur between manager and advisor and between advisor and advisee. One benefit of using a model to characterize the exchange is that the advising manager or the advisor may employ constructs such as the three presented to analyze some of the components of interactions in advising. In so doing, the manager has the opportunity to examine whether or not the approaches selected for a particular interaction are compatible with the objectives stated for the interaction. Completing such analysis prior to the exchange may aid the manager in anticipating, perhaps even avoiding, the consequences of some courses of action. Similar benefits may accrue to the advisor when planning meetings with advisees.

We think that this form of analysis and planning for interactions will be useful to advisors. If advisors are able to anticipate and plan some of the interactions with advisees, and to review what they hope to accomplish during the advising exchange, they may be better prepared to listen to the advisee and to concentrate on advisee needs.

It may be appropriate to use a schematic representation of Figure 6 in working with advisors individually or in group settings to analyze the characteristics of particular advisor-advisee interactions. The objective for such discussions would be to underscore the fact that there are several interactive factors that may influence the advising exchange and not necessarily to pinpoint the specific characteristics of said interactions. Here again, it is not particularly important whether there are three, four, or many interactive factors, but that advising is perceived as more than a unidimensional task of the advisor. Furthermore, the message in the medium of hypothesizing constructs in a three-dimensional space is that these factors or constructs are interactive and that the competent advisor must be sensitive to the systemic properties of these factors in advising interactions. Likewise, the advising manager must be sensitive to those attributes of the role of manager than contribute to successful direction of the advising system.

THE ADVISING MANAGER AS A POWER FIGURE

As so frequently is the case, many of the issues or questions about an advising program are exceedingly complex. Furthermore, much of what constitutes resolution may lie outside those matters over which you exercise direct control. You can bargain, cajole, plead and threaten but you probably can't order the solution for many of the issues and questions with which you are confronted. Thus, the impact of your role as manager of advising, and of the advising program you direct, may be influenced in part by your own deftness in possessing, controlling, and tactically exploiting the power resources at your command. What are some of these power resources and how might they be used?

Pettigrew (1975), in discussing the internal consultant within an organization, indicates that there are at least five potential power resources available to the consultant. They are expertise; control over information; political access and sensitivity; assessed stature; and group support. How might these power resources apply to your work as manager of advising?

The first resource, expertise, is perhaps the most familiar source of power known to consultants and to faculty. The possession of a valued source of technical competence is a lever that faculty specialists both know and use in their professional work. To the extent that you possess competence in a specialty, human relations, counseling, evaluation, planning, administration or research design to name a few, those around you may become dependent upon you for the services you can provide. Within this dependent relationship you exert a certain degree of power over those for whom you are the resource. As the demand for or availability of this resource changes, so too does the power which accrues to those who have the valued expertise. The resource of expertise is closely related to the second resource, control over information.

Much of your power as manager of advising comes from the fact that you serve as gatekeeper for information flowing to and from other parts of the institution to advisors and advisees. As the person on the boundary between the advising program and the rest of the institution, you have a unique perspective with which to inform the rest of the institution about the advising program and to inform the advisors about elements in the institution that are of interest or importance to them. In your role as manager, not only do you exert some control over information flow, you also serve as a key contact for those wanting access to persons or activities in the advising program and for advisors wanting information about other aspects in the institution. As director of the advising system you have many significant work contacts across department boundaries in the advising program as well as with numerous other offices and agencies in the institution. In this position, you are tactically located so as to have substantial control over processes of collecting, filtering and disseminating information to others. Your ability to act as a gatekeeper, to control the flow of information, increases the dependency on you by others and increases the degree of power or influence at your disposal.

The third power resource listed by Pettigrew is political access. This resource is conceived as the interpersonal linkages you have with those in key positions. Thus, the direct and indirect interpersonal relationships you have with significant others in the institution influence the degree of visibility and influence which accrue to you. It may be argued that the frequency and the diversity of transactions with another individual increases the likelihood of your exerting greater influence with that person. A brief review of the personal and political strategies employed by some persons at your own institution may provide some data regarding the strength of the association between interaction and personal influence. To the extent that such a relationship does indeed exist between access and influence the implication is clear. Power and influence may be cultivated and one decision you may face is whether you will attempt systematically to increase the degree of access to others. Increased access however requires more than physical or psychological proximity. Access must have some consequence, in this case influence on the perceptions of you held by relevant others.

Thus, your access or contact with others should lead to increased influence with them.

The fourth power resource, assessed stature, was defined by Pettigrew as the process of developing positive feelings in the perceptions of you held by relevant others. Your actions, then, may be designed to lead the other person to view you favorably, to see you in a positive light and to "experience" you as a competent individual. Your task is to identify and anticipate what is salient to the person and to use this information so that your own proposals or actions receive maximum positive response from the person. To the extent that you are sensitive to the needs of others and can respond to them so that their needs are recognized, their attributes noted and their resistances untouched, your stature, in their eyes, will continue to mature.

The last power resource mentioned by Pettigrew may be a key factor that determines the power and influence you have in your role as advising manager. This resource, group support, refers to the amount and kind of support given to you by other advising managers in the institution or by other persons who hold positions within the organization that are related to your role as manager.

One might safely assume that, like the internal consultants mentioned by Pettigrew, power struggles between various advising managers or administrators use up an inordinate amount of time and energy that might be better spent in some form of collaborative endeavor. Rather than supporting or assisting one another, many of your colleagues likely expend valuable energy attempting to belittle, dilute, or defuse the influence and impact of those at the institution engaging in similar work. Were this situation to be reversed, assuming that it is the case, and members of a similar role group of advising managers to act in concert in support of one another the stature and resultant power of each member would be increased. The same-role reference group could act not only to affirm the power each individual represents but could also attest to their support for the individual member as a representative of the group. The "together we stand, divided we fall" theory seems entirely applicable to the quest that all advising managers have, that is, to have some measure of influence and impact in the organization with which they must work.

These five power resources, although described here as though they were independent entities, are in actuality highly interdependent. Their existence, development and impact in any institution are intertwined with one another and with other variables that make up life in the institution. As you analyze the factors that appear to be associated with your influence in the institution you may conclude that additional or other factors are key. What we recommend here is not the acceptance of any list of "important variables" but that you systematically analyze your setting to determine what components may determine the degree of influence or power you possess. Power here refers to the ability to achieve or produce outcomes that are congruent with your goals. As manager of the advising system you may use this influence to reach the goals you have set for yourself and to accomplish the objectives that have been set for the advising system.

Epilogue

EPILOGUE

Upon completion of this manuscript your conclusion may well be that not only are you convinced that coordinating advisors is a difficult task, you are more than ever convinced that you are in the wrong job! Our approach to thinking about the task of managing advising and faculty advisors assumes that the problem and the process is amenable to rational planning and action. One is certainly tempted to ask what evidence exists to suggest that any elements of life in a college or university are so influenced.

Shetty and Carlisle (1975) report on an attempt to use an approach known as management-by-objectives (MBO) in a university setting. They found that objective-oriented programs such as MBO, when applied to an academic setting, increase awareness of organizational goals, improve planning, enhance understanding of job expectations, provide better data for performance appraisal, and improve performance and communication. Success of the program was most strongly correlated with frequency of feedback, clarity and specificity of departmental goals, and the participants' influence in setting departmental goals and priorities. They recommend that programs be tailored to match the different organizational status of participants and that the implementation process be carefully planned and administered.

Applied to the management of advisors, these feelings suggest that the frequency and the specificity of interaction between advisors and yourself are crucial variables. Also, the more your management approach can recognize the uniqueness of individual advisors and the extent to which individual faculty and the department group may formulate, but be held accountable for, advising practices are important considerations as well. Finally, it appears that time allotted to the careful planning, implementing, monitoring and evaluating of the process by which you interact with, in short, manage the advisors, is by my standards a shrewd investment. Just as the effective lecturer may choreograph all aspects of the presentation, the effective advising manager may plan, organize and direct the interplay between manager and faculty advisor. Some may decry the demise of the casual approach to coordinating advising, to plan as the event unfolds, to do as opportunity presents, to decide as forces dictate and to accomplish what fate, luck or accident provide. To manage a complex system of people, however, requires a thorough understanding of what forces and factors may be counted on to influence the system as well as how these forces and factors may be channeled or shaped to accomplish other ends.

As advising manager, you are one of the major forces in the system of advising. To the extent that it is possible for you to understand your motivations, skills and deficiencies, you are free to spend more time and effort in analyzing and understanding other elements in the system. We think that the careful blending and matching of your understanding of self and of other elements in the advising system is a major portion of your work. To use your knowledge of the advising system, as well as the selective use of your person as a tool of intervention in that system, is the work of the advising manager. At times frustrating, certainly challenging, this task of directing the work of an advising system does contribute to the lives of faculty and students for whom you are servant. Your assignment, then, should you choose to assume it, is to maximize that contribution.

Good luck!

Appendix: Suggested Reading

APPENDIX: SUGGESTED READINGS

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TRAINING
THE
ADVISOR

> *"In the institution's program of faculty advising, the teacher and the student confront each other and discuss the reciprocal responsibility of institution and student for improving education. This powerful medium has not yet been used as it could be."*
>
> *Melvene D. Hardee*

TRAINING THE ACADEMIC ADVISOR

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Academic advising has long been a part of every faculty member's professional responsibility, but its importance has rarely been recognized. Typically, each newly hired faculty member is handed a College Catalog and informed that he/she is not an advisor to a group of students who had previously been the responsibility of some departed faculty member. There is no selectivity; there is no training. No institution would hire curriculum specialists, grant research sabbaticals, assign Committee Chairpersons or promote and tenure its faculty on such nominal criteria for those faculty responsibilities. It seems important, then, to insure adequate preparation of faculty to fulfill this responsibility. Training for successful teaching and research is a common function of our graduate institutions. Training for successful academic advising is specific to each institution or even to each individual academic unit (college, department, program, etc.) within the institution. When left to such lesser units this responsibility becomes vulnerable to poor support, limited participation, and questionable quality. Often a training program for academic advisors is non-existent. This chapter will focus on the development of some common strategies and elements relative to the training of faculty advisors. These strategies and elements will provide a basis for institutions or sub-units to analyze their own needs, expectations, and organizational structure in order to develop their own training programs.

Of course, training efforts may vary from programs utilizing only faculty advisors to those using professional staff, counselors, paraprofessionals, students, and even computers. They may also vary according to the roles and responsibilities expected of the specific personnel used. Therefore, the material presented here is intended to be comprehensive enough so that individuals or institutions can adapt it to their own specific programs.

STRATEGIES

Before one can appropriately plan an implementation strategy for training academic advisors, the objectives of such a program must be developed. You must be able to specify what it is you are trying to accomplish before support can be expected. Some general objectives of an advisor training program might include the following.

1. To provide advisors with accurate and timely information about the policies, procedures and processes which affect the advising relationship.
2. To provide advisors with additional skills often required in their advising responsibilities.
3. To increase student satisfaction with advising.
4. To increase advisor satisfaction with advising.
5. To develop a comprehensive approach to academic planning as a part of the total advising process.

The next critical effort to be developed before any advisor training program can be successful is that of analyzing the commitment to academic advising that has been demonstrated, both on an institutional level and on an individual advisor level. This is not an easy, or always pleasant task, especially if the commitment is minimal. But you need to know -- How does the President feel about the quality of advising on your campus? Does the Faculty Senate (or comparable body) view advising as an important function? Is this responsibility spelled out in faculty contracts, mission statements, College catalogs, and collective bargaining agreements? Once these answers are ascertained, a specific strategy can be planned. In many cases written statements already exist that would lend support to improved academic advising, but no one has bothered to utilize them. Of course, where the statements do not exist, the first task is to create them.

It is also important to know how faculty and their Deans view this responsibility. Are criteria established for determining who will be advisors? Are they appropriate? Is there a clear statement of the advisor's role and function? What recognitions or rewards are used for those who advise well? A brief survey or individual interviews might be conducted to assess these responsibilities, as well as to plan strategy for a training program.

Another practical reason for determining this commitment is to know what kind of budgetary support is available for implementing the training program. One needs to know whether any money is available for materials, consultants, honoraria, meals, etc. before specific plans can be made.

Once the commitment to a successful advising program has been determined, and presumably some efforts have been made to capitalize on that commitment, one can begin planning for the next important step -- participation. A training program can have all the necessary support and the best design and content, but it cannot be successful without advisor participation. Neither is it an easy task to insure a high degree of participation in such programs. Timing is always a concern; motivation or enticement to participate is usually a problem, mostly for those who would benefit most from the program. Many faculty feel they do not need any training or updating in their advising role, so special efforts must be made on their behalf. Certainly there are some advisors who do need very little assistance in performing this task. They know their job; they perform it well; they keep up to date on their own. The training coordinator must not risk what has already been accomplished without training by insulting the good advisors with suggested deficiencies. Although these advisors would probably participate anyway, you should make a special effort on their behalf. This demonstrates your confidence in them, and their participation might be just enough impetus to persuade other advisors to participate.

In terms of the time dilemma, the choices are limited to weekdays or weekends. If weekends are chosen some of the enticements noted below need to be exceptional. However, if weekdays are chosen, the problems usually become more logistical than motivational. The participants are merely coming to campus as they do any other working day. Your key is to reduce the reasons one may have not to participate. Since classes present the most common obstacle to participation you might offer the same training program on two days, once each on the different scheduling frameworks. Another possibility is to recruit other faculty, graduate students, or even administrators to substitute in the classes that day. Of course, evenings can be used, but some of the same attendance problems as with weekends will exist; plus the learning potential will be somewhat reduced due to fatigue from the regular faculty activities of that day. The length of the sessions must also be considered so as not to bore the participants or belabor certain content. For the first few sessions at least, 2 or 3-hour sessions seem to be most appropriate and productive. Unless the presentation is exceptionally good, longer sessions usually breed more criticism than satisfaction.

An additional consideration is that of location for the program. Ideally, the program should be offered away from the proximity to the participants' offices. The temptation is too great to be called out for phone calls or to check the mail. It is not always wise, however, to hold programs off the campus. The cost factor may be prohibitive. Also, faculty are not going to view this program as a professional conference and may feel insulted to have to drive to a place other than the campus to participate in a campus activity. An appropriate compromise might be the Campus Center or Conference facility, or even just another academic building on the campus.

Once the timing has been determined, there is a variety of incentives that can be used to entice faculty to participate. They have to want to be there. One obvious enticement to participate is some type of honorarium, although it may not be the best. Besides being out of the question for many institutions which operate on stringent budgets, an honorarium might increase attendance but not real participation. Some poeple will attend just for the money, and they may not learn anything that will benefit the overall advising program.

One of the best motivators for faculty to attend a training program -- and to learn from it -- is the support shown for such a program by the Dean of Department Chairperson. Such administrators might even require participation in these programs. One technique that can be used to build support is an evaluation process. In this process a "user" evaluation is conducted and the results are presented to the administrative head of the academic unit. Unless the results are extremely favorable, which would indicate an already successful program, one can usually demonstrate a need for improvement in the program. When the need is demonstrated, it becomes easier to obtain support for a program that will fulfill this need.

Another obvious reason for one to participate in such a program is for some potential return of investment in the future. If good advising and acquiring the necessary skills for good advising are considered a part of one's evaluation, then participation is also easier to achieve. If the ability to advise well is truly a part of the faculty member's professional responsibility then it should be included in the compensation and reward structure for faculty. If one's salary increments, promotions, and tenure decisions are dependent, however minimally, on advising performance, then faculty will probably want to learn how to do a better job. Of course, everyone concerned with the quality of academic advising on our campuses knows how difficult it is to have such evaluation included in personnel decisions. However, there are other ways to provide compensation, reward, or at least appreciation for participation in training programs.

One inexpensive reward might be (faculty) credit for teaching an independent study; another would be recognition for an in-service or staff development program. Another simple recognition, although too often neglected, is a letter of appreciation for participating. Some programs issue certificates that can be displayed in one's office with a sense of pride in contributing to the betterment of the academic unit, the students served by that unit, and the institution in general. A relatively inexpensive enticement is simply to provide lunch. Faculty usually enjoy a good lunch and will normally turn out for activities when this is provided.

An effective and inexpensive way to insure active participation is through a good publicity effort. This can be achieved in several ways. By using the principle from industrial psychology that "people support what they create," one can increase interest, participation, and hopefully the effectiveness of a training program. Although much planning has probably occurred, one can send out announcements well in advance of the program so that calendars can be arranged. These announcements should include a brief survey portion whereby the participants can indicate ideas for the content of the program. Although you may have already decided what should be covered, you should not dismiss the responses without consideration because some very good ideas and support can be generated from this technique. The mere fact that they can make such indication conveys a sense of development on the part of the faculty. This approach reduces the attitude that something is being imposed upon them, since they are given the opportunity to be part of it.

In terms of the specific plans for the program one should attempt to utilize all resources of the institution. By using faculty in other disciplines one strengthens the credibility of the program. This acknowledges that those conducting the program are not omniscient and that they respect the expertise of others. This, in turn, generates respect for the program itself. For example, those in the behavioral sciences may be asked to conduct a portion of a program on interpersonal skills or on the recognition of behavioral problems; those in the arts, sciences and the humanities might be used to assess the value of a liberal education and demonstrate how to communicate that value to students, a common problem for many of us.

By using support staff from other campus offices you also strengthen the program and foster credibility in it. Staff advisors from other advising offices can offer alternative approaches to similar situations; counselors from the Counseling Center, Career Development Office, Financial Aid Office, etc. can provide information useful to all academic advisors. Personnel from the Registrations Office, Admissions Office and Computer Center can provide rationales, approaches and solutions to very basic advising problems, which become the target of substantial criticism if left unexplained. Such criticism is often directed toward the academic advising program.

By soliciting an introductory appearance, or even full participation, by the Dean of Department Chairperson, one also strenghthens the content of the program and the participation in it.

It is also useful to invite liaison personnel from other institutions that have a close relationship with one's own. Such personnel might include transfer counselors from the community colleges that supply a significant enrollment and coordinators from institutions belonging to a consortium. All of the above "collegial" techniques serve to make the faculty feel that they are a part of the program rather than merely a recipient of it.

One final publicity effort should be conducted just prior to the program. A final reminder with an agenda should be distributed, and an attempt should be made to have the campus newspaper publish an article describing the program. This serves as a reminder as well as a subtle indicator that the program is worthwhile and should be attended.

Finally, a well-planned, worthwhile program will serve as the best publicist, recruiter and supporter one could have. Such a program will do more to create desire and participation than any of the other techniques described. The next portion of this chapter will deal with specific program content and some examples of how to implement that content.

CONTENT

A training program for academic advisors can focus on many topics or issues, and it can be presented in various formats. Below is presented a comprehensive, modular approach to a developmental training program for faculty advisors. Some potential adaptations for use in advising programs utilizing personnel other than faculty will be described at the end of the chapter. The training modules (or content sessions) are presented in a suggested hierarchy of "needs," i.e., those which include the very basic advising skills to those which are more complex.

BASIC INFORMATION SKILLS

The content of this session consists of the kinds of information students most often request from their advisors. The "primary," "first-line," or "nuts and bolts" kinds of questions and answers are emphasized in this session. The desired outcomes are better advisor knowledge of course availability, program and General Education requirements, all academic rules and regulations, registration procedures, and better understanding of the interrelationships of these advising responsibilities. This knowledge is often the single key to a successful advising program. Students wonder why certain requirements and procedures exist, and if faculty cannot provide a credible rationale, the student remains dissatisfied and uninformed. In fact, much too often the faculty advisor might, because of lack of knowledge, agree with the student's complaint. This perpetuates criticism but does not necessarily result in improvement.

Improvement in the overall advising program can be planned, however, by including some of the other campus personnel in such a session. Faculty members who are not well-informed and who might tend to criticize usually do not realize that the Registrar, the Dean, or the Director of Admissions might also have some complaints about them. For example, returning preliminary class schedules, class rosters and final grades by deadline dates can have a significant impact on the success of providing timely and accurate information to students and other members of the institutional community. This kind of exchange is informative, constructive in its problem-identification and resolution effort, and in the best interest of all parties included in the advising program.

One way to stimulate this kind of interaction is through a systematic discussion of all of the problem areas known to the planners of the session. However, some areas may be overlooked, and the interrelationships of various advising responsibilities might not be shown. A useful technique for covering the well-known problem areas and raising advisor consciousness about others is the administration of an objective test or quiz on the campus academic policies and procedures. Faculty are accustomed to giving tests, and turning the tables on them usually meets with their satisfaction and enjoyment. It is recommended that such instruments be self-scored as the leaders proceed through the discussion of each topic. Additional aids in this process are pictorial representations, i.e., flow charts, to illustrate the interactions and dependencies of various offices upon others. In this way faculty see how involved some processes in advising really are.

The design of the instruments mentioned above is relatively simple. One can merely page through the College catalog, schedule of classes, or other official publication and write a question dealing with each policy and procedure. The questions should vary in format (multiple choice, true-false, fill-in-the-blank, etc.), use specific examples, and include more questions on the well-known problem areas. The relevance to the advising program of such topics as transfer credit evaluation, graduation with honors, and readmission can be shown without an inordinate amount of time spent on them. Much discussion, interaction, and understanding can be generated from these topics. A sample quiz item might be: "This student is responsible for incurring that all graduation requirements are met. True or False." In most situations the College catalog would suggest an affirmative response; however, most would agree that much of that responsibility is covertly and unofficially shifted to the advisor. This dilemma, which has been plaguing many of us for years, becomes substantive discussion topic generated by a straightforward quote from the College catalog.

Another format used for improving the advisor's basic information skills is the case-study approach. This allows for smaller group discussion, which is desirable. However, there is the risk of excluding some of the more remote but interrelated responsibilities of advisors when using this approach. Case studies are usually more difficult to design than the quiz format taken directly from official campus documents.

This type of training session is usually most productive and visibly most useful because of its direct application. Ideally, one would conduct such a program immediately prior to Registration Week with a "refresher" during the term just prior to Pre-Registration. This early presentation is especially important for new faculty, for the explanation of new requirements and changes in policies or procedures to the returning faculty, and for establishing the groundwork for some of the following modules to be offered later in the term.

CAREER DEVELOPMENT AND DECISION-MAKING SKILLS

This session is concerned with developing certain skills in advisors which can, in turn, be utilized by their advisees. The content should include both short and long-range planning through an exploration of life goals, an exploration of vocational goals, the compatibility of those goals with the student's course of study, and planning for alternative careers. Another facet of this session should be the development of skills necessary in making wise decisions. This session takes the advising process a step further than mere course selection to fulfill prescribed requirements; it serves to assimilate prescribed courses with others into a meaningful academic program. The construction of such a program must coincide with the student's abilities, interests, and motivation. The training coordinators should solicit the expertise of career development specialists on the campus to help plan and conduct specific activities.

There are two basic groups that advisors encounter in this aspect of academic advising, the "undecided" student and those who have chosen a major. With each group different skills or strategies may be necessary to advise adequately. Some consideration and techniques found to be useful in various training programs are described below.

Most advisors would claim it is more difficult to advise the undecided student, but in some ways it may be easier. An analogy to this advising dilemma is that of building a pyramid. A pyramid is built with a broad foundation climaxed with a pinnacle; the undecided student is able to experience a wide variety of academic courses (a broad base) until a decision is made to pursue a specific major field of study (the pinnacle). The already decided student has a more difficult time because he/she is building the pyramid upside down; the culminating decision (pinnacle) has been made, and the task is to provide for breadth (borad base) in the curriculum. It is often more difficult for advisors to rationalize the value of a broad, general education -- even when they believe in it -- to the student who only sees educational and especially career value in accounting or zoology.

There is one difficulty with the undecided student that should be addressed by academic advisors and emphasized in training programs. The label of "Undecided" or "Undeclared," which is often publicly displayed in campus directories and on transcrips, generally connotes a negative stigma. The advisor's first task is to turn this into a positive learning situation for the student. This can be done by simply acknowledging that this indecision should not be considered a fault. Rather, it is an opportunity to explore what the institution has to offer without the threat of time, money, and effort being ill-spent. The advisor must be made aware, and sometimes make it known to the student, that the negative connotation usually emanates from parents and peers. It may even come from faculty; that is why the emphasis in training programs is placed on the positive aspects of being undecided. This is the beginning of a healthy career development and decision-making process for the student.

Whether or not the student is decided in the direction of a major field of study and career, certain advisor training strategies can be applied. First of all, advisors need to know thoroughly what services, facilities, and personnel are available on the campus, both to them and to their students. Testing, counseling, and library resources need to be well-known in order to be well utilized. A portion of the training program may be reserved exclusively for an introduction to these advising supplements, and it is usually more effective to have the advisors visit the facility where the activity occurs rather than having a representative only discuss it.

An important aspect to be realized in any career development-academic advising program is that of alternative careers. Most students who have a very specific career objective in mind early in their academic careers probably never reach that specific objective. Those who remain undecided as to a specific career objective may not be aware of the variety of potential in almost all fields of study. For example, a science major might become a teacher, a lab technician, or a researcher, but he/she might also beocome a supervisor in a sceintific plant, a librarian, a writer, an equipment salesman, or a public relations or personnel officer of a science-oriented corporation. Similarly, a humanities major might become a college professor, but he/she might also become an editor, a publisher's representative, a librarian, a writer of public relations materials, or a manager of literary collections and materials. The difficulty in this part of the training program is to be able to suggest alternatives for all major fields of study offered by the institution. Again the career development specialists should be consulted, as well as the faculty within each discipline or professional study. This, too, strenghtens support for the entire program. One technique that is usually helpful to students in this process is advisor self-disclosure about their own career paths. If the path is a particularly unusual one, the flexibility in career planning is easily demonstrated. If one's own situation is a more direct path, he/she is probably aware of someone else who has had a checkered career. Such examples are good to include in this training session.

A final approach that can be utilized with either group of students is that of analyzing the decision-making process. A possible technique for beginning this process is the autobiography, or in the abbreviated form, the resume. A self-evaluation of abilities should be included. It is important for students and advisors to know what influences their decisions. When decisions are to be (or have already been) made, it is usually helpful to identify alternatives to the decision and to study the advantages and disadvantages of those alternatives. Once the decision has been made, it should be evaluated for its effectiveness by both student and advisor. An additional, subtle, positive outcome results from this process as well. That is the development of student responsibility, which can include refusal of advising and even failure. The advisor must realize these possibilities and should be prepared to deal with them. Advisors serve as facilitators and aides in the decision-making process, but they must also respect the student's right of self-determination.

These are only some of the elements of a training session on career development and decision-making that may be adapted to specific institutional clientele and needs. Others certainly exist within various institutions, and still others need to be developed.

COMMUNICATIONS SKILLS

This session in the advisor training program is designed to help advisors relate the above skills to their students in a meaningful way. The emphasis is to develop awareness of one's relationship to other individuals and to groups; this includes both the advisor and the advisee. Faculty members must remain cognizant that they are communicating with undergraduate students, who are often disinterested, sometimes naive, and even afraid of talking with such an authority. Students must in turn be made aware of their relationship in the total institutional community.

These skills, primarily listening and feedback, are best presented to faculty in some form of demonstration. Most faculty are least interested in this aspect of advising, and one must be aware of this in developing a training program. Although additional sessions may be held for those more interested, the skills demonstrated should at least include those identified below. Each program developer should plan the specific methods by which to demonstrate the following:

1. Credibility and confidence -- indicating to the student that you are interested in why he/she is there, and you know and understand the rules and regulations under which they must work together.
2. Non-verbal communication -- how to use and recognize such indicators as eye contact, body posture, physical distance, facial expressions, and body gestures.
3. Facilitation -- developing empathy and responding with answers, questions, or reassurance; using "action statements" (for anticipated reaction) rather than simple questions to learn more about the student and his/her experiences.
4. Confrontation -- indicating to the student that you do not approve of what he/she is saying to doing; this must be

achieved without destroying the confidence established earlier.

5. Referral -- being able to recognize the need for such, to insure student contact with the appropriate referral person, office or agency, and to follow-up on the outcome of such referrals.

It should remain clear that this type of advisor training session is not to develop therapists nor to provide in-depth sensitivity training; it is merely to develop an awareness of potential aids for a more productive advising relationship with students who are seen maybe no more that twice per semester. It could, however, stimulate more student-initiated advising sessions, which usually become more comprehensive than mere course scheduling sessions and which are discussed below.

CO-CURRICULAR ACTIVITIES

Academic advising is traditionally perceived as including only that which has to do with curriculum. However, there are many activities occurring outside the classroom which may have curricular value. This training session is designed to increase faculty awareness of activities and programs, both on and off campus, that serve to enhance the individual's curriculum and career development. When such educational and curricular value is shown, new programs may even be developed by interested faculty.

These co-curricular activities and programs might include cooperative experiential learning designed to provide the student with practical experience either for career development of for decision-making about a career. Other activities might include individual tutoring, reading and study skills development, and paraprofessional advising and counseling, all of which serve to provide experience in one-to-one relationships. Group relationships and leadership abilities may be identified through participation in student government organizations, residence hall programming, honorary societies and community action projects. Finally, student praticipation must be encouraged; the training program is of little value if it is not utilized.

Although it would be desirable to have the advisors visit each facility and program, this may be impractical. In order to increase faculty participation and utility it is probably better to employ a "shotgun" approach, where brief descriptions of many programs are presented to the faculty. A good videotape or slide presentation might be developed to produce nearly the same effect as on-site visits.

AN ENVIRONMENTAL PERSPECTIVE

Obviously one's advising strategies, tehcniques, and content cannot remain constant. Students are different and the advisor must learn to adapt his/her skills to these differences. This session deals with the various environmental characteristics, both past and present, that students bring to the advising relationship and which influence their lives on campus. Some of these differences are readily recognized in the returning woman, the minority student, the veteran, the commuter student, the transfer student, the economically, socially or culturally disadvantaged student, the exceptionally talented student, the handicapped student, the part-time student, the evening student, and any other characteristics that may be identified. Each of these groups has somewhat unique needs, interests, motivations, and expectations, and the advisor must be aware of these differences, able to recognize them, and prepared to adapt the advising relationship accordingly. This session is also best presented in a demonstration-discussion format, and multiple resources should be used. Real situations often produce the most effective results. These situations can be identified by the participating advisors themselves, by representative students from some of the groups mentioned above, by counselors, or by the training session planners. The important outcome factor is that advisors realize the multitude of differences in the students they advise and that they adapt to those differences. If they find difficulty in advising certain types of students, they must make appropriate referrals. Developing this ability to advise a variety of individual students indicates readiness for the final training session, which addresses academic advising as a comprehensive process.

A DEVELOPMENTAL PERSPECTIVE

This last session is a synthesizing and integrating one with emphasis on melding the cognitive and affective development of college students. For faculty advisors this means developing their own ability to determine the point at which students are currently functioning in their intellectual, emotional, and social lives, and fostering growth in those lives. This is significantly different from the prescriptive role they have traditionally played in insuring that certain curricular requirements have been met. For some this includes the development of basic psychological recognition and assessment skills, understanding the psychological support system students employ, learning basic counseling techniques, and making appropriate referrals as mentioned above.

This session can be presented in two parts. The first is through a simple lecture-discussion format conducted by the training program developers. Many examples of student growth and development are used to indicate how the faculty advisor can effectively impact on the student's development. These are usually presented in the context of academic advising as a long-term process, beginning with a student's first contact with the institution and continuing through and beyond his/her exit, whether by graduation, withdrawl, or dismissal. This development, and the total advising process, can be reviewed and examined with the use of various "checklists." Even the best advisors fail to include all of the important aspects of advising with each and every student. The use of such checklists can provide a claer student profile, which can be utilized throughout the advising process, as well as an advisor profile, which provides for self-assessment. Some examples of such checklists include life, career, and college goals, student abilities, and advisor information and activities.

The second part deals with teh basic counseling skills deemed desirable for academic advisors to have. Two important considerations need to be remembered in presenting these skills: faculty are not usually interested in learning such skills, and one should utilize appropriate personnel to teach them. The faculty interest can be generated through the successes of all of the previous sessions; they must be ready for it! The personnel should include members of the counseling staff and/or the psychology department who are particularly skilled in presenting such information. Those skilled in advising and in developing training programs may or may not be skilled enough to present this aspect of the program. They, too, should recognize their limitations and utilize the referral technique they are attempting to teach.

In addition to the training sessions described above, one must supplement these periodic programs with an ongoing information process. This is usually accomplished through the distribution of memos, newsletters, and advising manuals, and there is probably no better alternative scheme. The ever-present problem is to get advisors to read, clearly understand, and utilize written materials. When possible this written information should be distributed personally, rather that through the mail. In this way at least some minimal discussion can also take place as a reinforcer of the information. If the information must be distributed on paper, then some distinctive characteristics (colored paper, special lettering, a logo, etc.) should be used to indicate that this material is explicitly for one's advising function. Supplemental information, however distributed, should be reviewed during the training sessions.

ADAPTATIONS

The strategies and modular content sessions described above are general and suggestive in nature. They have been presented with both a philosophic rationale and some pragmatic methods of implementation in mind. With this background there are certain potential adaptations that should be described so that a variety of institutions and advising programs can utilize the concepts presented. These adaptations are described according to the following variables:

DELIVERY SYSTEMS:

All of the content sessions were described for in-person presentations; however, self-training manuals might be developed for certain modules. These would be especially appropriate for the Basic Information Skills module. One should not forego the in-person presentation entirely but rather use it as an opportunity to emphasize some of the most troublesome advising areas. Another utilitarian concept for academic advising is that of using group advising techniques. Training coordinators should demonstrate the value of group procedures. There is an obvious savings in total advising time, and new students are able to gain more sense of confidence. By including old and new advisees in a group both are able to recognize and resolve each others' concerns. Furthermore, group procedures are not limited to the students. By combining two or three advisors and their small groups, students are able to see different perspectives about the institution, different advising concepts, and various personalities. If we assume that students are assigned to advisors so that they will have at least one "official" contact with the institution, then we can also assume that contact with several officials is that many times as valuable.

ADVISING PERSONNEL

Whether you use faculty, professional staff, counselors, or peers in the advising program, the six content sessions described above seem appropriate. The differences may occur only in the strategies for participation in such programs. The discussion above focused on the motivation effort for faculty participation; such motivation is usually less difficult for non-faculty advisors with one possible exception.

Professional staff and peer advisors normally know what is expected of them and are interested in all aspects of the advising relationship; therefore, their participation is almost a condition of employment. Counselors, however, often are not interested in the basic information-giving role in advising; they are more concerned with providing (and learning more about) interpersonal relationships. This is opposite to whatever faculty interest might be demonstrated, and the motivational effort may need to be increased. Some of the same enticements -- Dean's support, use in evaluation, recognition, lunch -- can be utilized for counselor participation in these more routine advising activities.

TYPE OF INSTITUTION

Certainly institutions vary in size, philosophy, clientele, budget, and other characteristics, and these variables must be taken into consideration when planning an advisor training program. The strategies and content described above have been presented in such a way that one can choose as much or as little as possible, or desired, to design and implement a training program for academic advisors in a particular institution. Financial support is not the primary criterion for predicting success of an advisor training program, but rather many intangibles are. Motivation, commitment, and ultimately, the quality of the program are better criteria. These can be increased on most campuses without a great deal of additional expenditures.

COMMENT

This chapter has been devoted to the training of academic advisors. Various strategies for developing support of and participation in training programs have been presented. A comprehensive approach to the content of advisor training programs has been described. It is hoped that those involved in and responsible for improving academic advising on their campuses can adapt the ideas and suggestions offered herein to their own unique situations. In fact, the author suggests that each institution (or academic unit) re-write the chapter, substituting its own characteristics; this would provide a self-study on academic advising and might serve as a useful training program in itself.

INSTITUTIONAL MODELS

"He that will not apply new remedies must expect new evils."

Bacon

DESCRIPTION OF SELECTED INSTITUTIONAL DELIVERY SYSTEMS

Following are some institutional descriptions, solicited on a random basis, reflecting various delivery systems. They are presented here in the hope that they might provide workable ideas that will be useful to educators interested in improving advising services for students.

UNIVERSITY-WIDE CENTRALIZED/SPECIALIZED ACADEMIC ADVISING: AN INTEGRATED APPROACH

Robert Fletcher
Michael McCauley
Ball State University

The purpose of this article is to acquaint the reader with a successful centralized advising system, composed of full-time professional advisors, which has been in operation for more than thirty years. An attempt will be made to describe the system by examining the philosophy, structure, functions, integration of services in unifying university processes, comparative costs (centralized vs. decentralized) and benefits of the operation.

The growth of the advising office has paralleled the expansion of the University as a whole. Established in the middle 1940's as a new administrative unit, the Office of Academic Advising chose to follow a centralized, professional advisor approach in organization and operation. Originally a division of Student Affairs, it later became a part of Instructional Affairs, thereby making the program an amalgamation of student and instructional affairs.

Tremendous growth in terms of undergraduate enrollment coupled with greater diversity and complexity of course offerings are forces with which academic advising must contend. The advisor/student ratio has expanded from approximately 1 to 650 in 1965 to 1 to 800+ in 1977. The absorption of this increased student load and the continued attempt to improve services necessitated the adoption of a new computerized registration system (1972) and a modification of advising techniques and practices. This modified system is referred to as university-wide centralized/specialized academic advising. The office of twenty-one full-time professional advisors is centralized in terms of its location in the Administration Building, and the academic rank held is not within any college, department, center or institute. Our role is to represent the total university curricula to students from an unfettered, unbiased position and to enhance our skills as advisors. Academic Advising is specialized in that some advisors work with students with specific classifications (freshmen, sophomore, etc.) while others specialize according to student curricular objective.

Ball State instructional faculty are employed to teach and counsel with students relative to the content and activities involved in specific courses. They are not expected to be the primary source of curricular and registration advising. Philosophically, the University's position is that each student should have a faculty professional advisor with whom he or she can identify from the date of matriculation to the completion of degree requirements.[1]

The functions of the advising office are many. It should be mentioned that, because of specialization, not all advisors perform each of these functions in the regular discharge of his or her duties, but most of these functions are every day occurences for advisors.

1. Provide comprehensive source of accurate and current curricular information.
2. Approve a quarterly academic program for each student and assist in immediate, short-term and long-range planning.
3. Provide academic counsel with regard to program changes, career shifts, new academic opportunities and special programs.

4. Make referrals to other university offices such as academic departments and support service agencies.
5. Facilitate enrollment in non-conventional programs, e.g., honors, academic opportunity, residential instruction project, continuing education, etc.
6. Execute a wide range of academic policies relating to degree requirements, grade point average, course repitition, etc.
7. Unify a number of university processes by integrating information and procedures from departments and support service agencies.
8. Supply management data for academic planning by utilizing course request (registration system) data in the context of meeting student academic needs.
9. Provide the final academic audit of course work through verification of successful completion of graduation requirements and certification for teacher licensing.

There are various subdivisions within the advising office, all reporting to and receiving direction from the Director of Academic Advising.

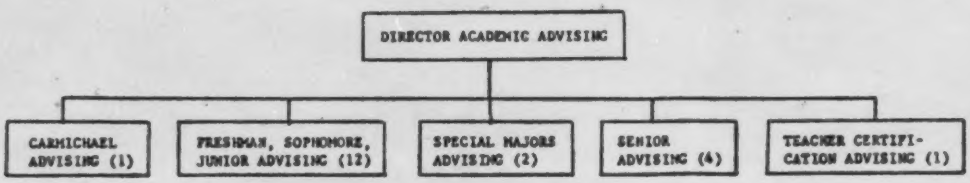

DIRECTOR ACADEMIC ADVISING
CARMICHAEL ADVISING (1)
FRESHMAN, SOPHOMORE, JUNIOR ADVISING (12)
SPECIAL MAJORS ADVISING (2)
SENIOR ADVISING (4)
TEACHER CERTIFICATION ADVISING (1)

FIGURE 1

In exploring the responsibilities of each subdivision one must recognize the fact that each advisor, regardless of subdivision, performs three basic functions:

1. Advising
    - A. Providing accurate and current curricular information.
    - B. Assisting in short-term and long-range academic program planning.
    - C. Providing counsel with regard to program changes, new programs, career shifts.
    - D. Serving as a referral agent.
    - E. Relating various and numerous academic policies.
    - F. Continuous monitoring of student academic progress.

2. Registration and scheduling
    - A. Approval of a quarterly schedule of classes for each student.
    - B. Completion of "partial" schedules generated from our computerized registration system.
    - C. Approval of all adjustments to completed class schedules -- drop/add.
    - D. Indication of eligibility for withdrawal from a course or courses.

3. Integration of services with
    - A. Registrar and Records.
    - B. Academic departments.
    - C. Placement.
    - D. Admissions.
    - E. Counseling and Psychological Services.
    - F. Career Analyst.

FRESHMAN, SOPHOMORE, JUNIOR ADVISING

Incorporated within the subdivision of Freshman, Sophomore, Junior Advising are twelve of the twenty-one advisors. This subdivision is divided into three four-person "units" and is specialized according to student curricular objectives. For example, Unit I provides advising service to students with majors in the sciences, mathematics and the business curricula. This enables the advisor to concentrate primarily on specific programs, thereby increasing his expertise in these disciplines through close coordination with departmental chairpersons and faculty. However, academic advisors must maintain knowledge of all academic programs and requirements because of major/minor combinations (e.g., major in finance with minor in French) and the extensive needs of the "undecided" student. Each advisor is charged to coordinate curricular functions with specific departments and to communicate the findings with all advisors.

Advisors in this subdivision have the largest student load, the highest percentage of "undecided" students, and the greatest number of students effecting curricular objective changes.

Some individuals in the subdivision have been assigned additional responsibilities which include permanent membership on major policy making committees within the University. In addition to departmental duties, some advisors serve as advising coordinators for Orientation, Computer Services, Curricular Implementations, Continuing Education, and Graduation Verification of Associate Degree students. Paramount obligations of advisors in the Freshman, Sophomore, Junior subdivision are the individual advising afforded all students and the coordination of advising services with departmental chairpersons and faculty.

CARMICHAEL ADVISING

The Carmichael Advising subdivision consists of one person, advising a student contingent of approximately 800 freshmen in the "living-learning center," the Carmichael Residential Instruction Project. The advising specialization indigenous to the Project is based upon student classification. Therefore, the advisor must be well versed in all major and minor requirements at the freshman level. The Carmichael Academic Advisor, in addition to the previously mentioned major functions, is instrumental in the development of the curricula for the project, maintains close ties with the orientation program by virtue of the election/selection of Project students, and directs a career information program.

Advising within the project is essentially the same as elsewhere with one basic difference. A group approach is utilized by assembling small groups of similar majors for the purpose of general information and registration. This group technique permits the advisor to visit with each student each quarter and provides additional time, often needed when advising freshmen, for individual appointments with students who have academic problems.

SPECIAL MAJORS ADVISING

In our institution attending to certain majors requires more attention. These have been identified as architecture, medical technology, music and nursing. Students with these curricular objectives have, from the sophomore year to graduation, been placed into our Special Majors subdivision so that proper attention to admission standards and minute curricular detail will be realized. The two Special Majors advisors require group and offer individual advising/registration appointments to the approximately 1,500 students with these majors. The most significant differentiating factors for these advisors are that they conduct the graduation audit; certify graduates for teacher licensing; and work closely wtih other advisors and college deans, departments and agencies from within and outside the University.

SENIOR ADVISING

When students register for the number of hours qualifying them for senior status, advising records are transferred to the Senior Advising Office. The four advisors who specialize in working with only those students at this level then prepare a "Senior Folder" which contains the following material:

1. Senior Evaluation--a specific listing of the final courses required for graduation. This preliminary "check-out" form provides all the necessary curricular information needed by the student approximately four quarters prior to graduation.
2. Application for Graduation.
3. Senior Check-List--a convenient listing of student responsibilities to be accomplished during the senior year.

Although our Senior Advisors conduct the final graduation audit and verify that graduation requirements have been earned and, in some instances, that teacher certification stipulations have been met, the Senior Folder also plays a significant role in assisting the student in an "on schedule" graduation.

TEACHER CERTIFICATION ADVISING

In this subdivision the post graduate student becomes the center of attention. Primarily working with graduated students wishing to complete requirements for teacher certification, this advisor is required to communicate not only with the student, but also with academic departments, college deans, graduate dean and the state superintendent of public instruction in ascertaining exactly which academic credits must be earned for teacher certification.

INTEGRATION OF SERVICES

A major responsibility of any advising system is to provide effective communication to students.

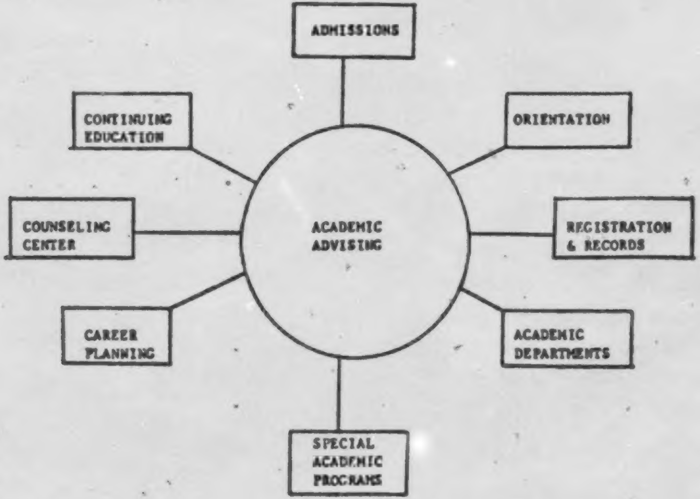

ADMISSIONS
CONTINUING EDUCATION
ORIENTATION
COUNSELING CENTER
ACADEMIC ADVISING
REGISTRATION & RECORDS
CAREER PLANNING
ACADEMIC DEPARTMENTS
SPECIAL ACADEMIC PROGRAMS

FIGURE 2

The academic advising office represents the hub of the wheel of this responsibility (Fig. 2). Advisors must integrate advising services with those performed by other university agancies in a reciprocal manner to unify various processes, thus, providing the best academic advising possible.

The Admissions Office provides data (e.g., SAT scores, H.S. class rank, transcripts, etc.) necessary for the advising of matriculating students. Advising interprets and applies advanced and transfer credit received by Admissions and also verifies student admission status for accuracy.

Orientation at Ball State is a required two-day program for students; parents are also invited to attend. Advising is involved from the planning through the operational phases of the program. The Advising Coordinator for Orientation is responsible for integrating services with orientation to provide a positive advising experience for matriculating students.

As in most colleges and universities, advising and registration cannot be separated. Academic advisors approve all course registrations, drop/adds, and determine eligibility for withdrawal. Additional registration related functions include the identification and explanation of registration variables (e.g., course repetition, credit/do-credit, course audit, etc.), interpretation of academic regulations (particularly probationary status), maintenance of student records, and validation of accuracy of official university records. Also, as previously mentioned, advisors conduct the final graduation audit and verify that requirements have been met for graduation.

In an effective centralized advising system, success is based on cooperation, coordination and integration of advising services with academic departments. In the Special Majors and the Freshman, Sophomore, Junior Advising subdivisions "Advising Coordinators" for each major have been designated. These people are charged to stay abreast of the development of new programs and adjustments to existing programs and to communicate these to colleagues and students. Advisors often supply departments with enrollment and registration trends and communicate student reaction to courses and instructors. Reciprocally, departments provide advisors with information for the oversubscription of class limits. This integration of services aids both the advising office and academic departments in the facilitation of prescribed duties.

Advising provides services to the Honors and Academic Opportunity programs--representing both ends of the academic continuum. Assistance is provided in curriculum development and implementation and in communicating to these students specific program requirements and registration information.

Academic advising is involved in career planning by providing the vehicle for translating career choice into curricula. Advisors inform students of employment prospects and career opportunities as early and accurately as possible. As communication of career information is the responsibility of no single office, advisors collect and disseminate such information from the university career analyst, the placement office and academic departments to relate to students upon request.

Referral is the key word describing advising's integration with the counseling center. Although some referrals are initiated for personal counseling reasons, the majority of advising office referrals are related to the "undecided" student who is encouraged to take advantage of the aptitude tests and interest inventories in an effort to clarify abilities and interests as they relate to career objectives.

The rapidly increasing enrollment in the School of Continuing Education has necessitated the involvement of academic advisors. Advising the "non-traditional" student in settings quite different from the usual on-campus environment and at significant distances from the University has presented a particularly challenging and demanding experience for advisors. Whether performing academic advising duties in our Center for Non-Traditional Students, an RCA factory, the Indiana Reformatory, at Grissom Air Force Base, or on our toll-free "advising-by-phone" experiment, the necessity of advising's being an integral part of an off-campus student's opportunity is of utmost importance.

COST AND BENEFITS

Decentralized advising is, in the opinion of many university officials, more economical. On the surface, centralized advising would appear to be more expensive because one can easily determine the costs. In many institutions it is difficult to ascertain the costs of decentralized advising since the reduced load factor is buried in collegiate and departmental budgets. We believe the utilization of teaching faculty with reduced load to be much more expensive. How many teaching faculty would agree to serve as an academic advisor to 250 students in exchange for one-third of their load?

Assuming teaching faculty are not given a reduced load, decentralization would appear to be less costly. However, additional secretarial assistance, increased numbers of errors necessitating correction, and the significant numbers of students not graduating on schedule are cost factors not visible in departmental advising.

Several important functions and peripheral responsibilities have been entrusted to and assumed by academic advising at Ball State. Some have come from the student affairs area, others from instructional affairs. This factor decreases the costs to these units, and thus, from an institutional budget perspective the cost factor is no greater than it would be for a decentralized system.

One of the most important series of decisions a student must make during his or her college career is related to selecting an educational goal and registering for courses--required and elective--which assist him or her in attaining this goal. In a day and age when increased pressures in higher education call for larger class sizes, instructional television, teaching machines and reduced faculty office hours, there is a greater need for students to have continuous individualized contact with faculty. Thus, a student often discovers that his closest and most extensive contacts with faculty are those with his advisor. The advisor is one of the few faculty members who not only has the opportunity, but also the obligation to view the curricula as a total entity and to comprehend its influence upon the individual student. The advisor, therefore, has a dual role of interpreter for the student and creative critic for the faculty.

As we look to the future in academic advising, we project that an increased emphasis will be placed upon advising services and the comparative costs of providing these services. With "legal consumerism" and the advocation of "student's rights" becoming more prevalent, it is time we focused attention on the distict possibility of "advising malpractice" being a contributing factor to litigation involving colleges and universities. We believe a well structured and efficiently managed centralized/ specialized system of academic advising serves as a deterrent to "advising malpractice" and the subsequent cost of legal action.

Through a system of centralized full-time faculty advisors, continuity in advising is provided. There is unity in approach, greater reliability in advising and greater precision in insuring all students the opportunity of meeting with their advisor. Personalization is maintained through the individual and small group advising sessions, and greater accuracy in record keeping is accomplished. Inherent in our centralized system are high degrees of precision and care in making the graduation check, the availability of advisors to advise, the fixing of the advisement responsibility, and the coordination of the enterprise through the Director of Academic Advising. And, most important, academic advising at Ball State is not a part-time, unwanted or additional responsibility--it is a career position.

REFERENCES

[1] Academic advising at Ball State is unique within the structural organization of the University. For additional information regarding the structural organization write to Director, Academic Advising, Administration Building, Ball State University, Muncie, Indiana 47306.

3.15

ACADEMIC ADVISEMENT AT BRIGHAM YOUNG UNIVERSITY

O. LeGrand Eliason
Coordinator of Academic Advising
Brigham Young University
Provo, Utah

GOALS

The goals of academic advisement at Brigham Young University are to provide students with (1) information needed on academic requirements and regulations; (2) advice or counsel about curriculum, major courses, and career opportunities; (3) personal relationships which will contribute to their sense of belonging and being part of the academic community; also to provide advisors who are (4) available; (5) knowledgeable; and (6) interested.

TRADITIONAL FACULTY ADVISEMENT

Prior to 1971 Brigham Young University employed traditional faculty advisement techniques. A student often met his faculty advisor for the first and only time during the registration process. This contact was cursory and largely ineffective.

A research study in 1970 revealed that students were unhappy with the advisement system; many did not know their faculty advisor; almost all felt that mandatory advisement at registration was an obstacle; and a majority of students had not seen their advisor during that semester.

Faculty response in the same study revealed a majority to be unhappy with the system extant at that time; most were unaware of graduation requirements; advisement was of a low priority in comparison to other duties; most faculty felt they were being used as clerks, and that secretaries dispensed most advisement information, anyway.

COLLEGE ADVISEMENT CENTER CONCEPT

Traditional faculty advisement was ineffectual. Research of alternative methods was undertaken with the evolution and implementation of the present college advisement center system. This concept was developed at Brigham Young University to provide students with advisement assistance formerly unavailable or unused.

It was determined that approximately 85 percent of faculty advisement duties were clerical in nature. Implementation of the advisement center concept would relieve faculty of this clerical function and provide a favorable cost trade-off, services provided, and advisement effectiveness.

A central office would be provided in each college with available, knowledgeable, and interested personnel to provide general advisement and clerical tracking of each student's progress. Faculty involvement would be retained for major and other in-depth professional advisement. This central office or advisement center would be an extension of each academic dean's office, and would be staffed by one full-time (non-faculty) supervisor, a full or part-time secretary, and part-time student assistants (advisors).

Line responsibility to each supervisor would be to his academic dean while the staff and coordinating function of participating college advisement centers would lie somewhere at the university administration level.

RESPONSIBILITY

In 1969 the responsibility for academic advisement was assigned to the Division of Admissions and Records because of its role in coordinating and disseminating entrance and graduation requirements and its record-keeping function.

ORGANIZATION

A pilot college advisement center (CAC) was established in the fall of 1969. The program was simple, with a small office, supervisor, and student advisors. The program was inexpensive, costing less than the salary of a faculty member. The program was effective, as evidenced by its adoption by the remaining eleven colleges by the fall of 1973. This college concept gives the student a place where he can receive up-to-date academic information from someone who has been trained in the use of advisement data. The student is not restricted to a single advisor and may be referred to a faculty member according to the student's particular need. The clerical functions of the centers are saving valuable time of faculty members and department chairmen. The cost to train the personnel of twelve college advisement centers as opposed to 1,200 faculty members is significant. Finally, the centralization of student records enables the center to record changes, commitments, schedule appointments, and make recommendations on the records as they occur.

The position of Coordinator of Academic Advisement was created on September 1, 1971, to help implement and coordinate the university-wide advisement program. The Coordinator was a member of the staff of the Division of Admissions and Records, as previously determined.

DESCRIPTION

The Coordinator of Academic Advisement and college advisement center supervisors and staff work together to provide an advisement program for students.

1. University Level - Coordinator of Academic Advisement
   A. Training of Advisement Personnel. The coordinator is responsible for training CAC supervisors in the basic programs and services which should be offered on the college level in the academic advisement program. Frequent individual and bi-weekly meetings are held with CAC supervisors along with periodic workshops.
   B. Information Flow. The coordinator is responsible for keeping up to date on university policy, curriculum, and requirement changes. He is also responsible for liaison between the Division of Admissions and Records and academic colleges. One of these liaison responsibilities is to insure that student computer files are updated on a continuing basis.
   C. Advisement and Orientation Coordination. The coordinator is responsible for the planning, coordination, and execution of academic orientation programs for new students. He is also responsible for adequate advisement programs in each college.
   D. Research and Evaluation. One of the major responsibilities of the coordinator is to determine the effectiveness of the academic advisement program. Research includes student reaction to the accuracy of their advisement, study of the length of time required for students to graduate, and monitoring waivers to university policies.

2. College Level - College Advisement Centers.
   A. Academic Advisement. College advisement center (CAC) personnel are available daily between 8:00 a.m. - 5:00 p.m., and provide "programmed" and

"drop-in" advisement assistance. Advisement consists of curriculum planning, evaluation of transfer credit, information on all undergraduate programs in the college, information on academic policies and procedures, registration information and materials, change of major applications, and clearances for graduation.

B. Advisement File. Each CAC contains a file on each student within the college. This file includes the new student admissions profile, ACT profile, degree requirement profile, end of semester grade or progress evaluation reports, counseling agreements, waivers, and graduation evaluation report.

C. Evaluation of Transfer Credit for Major Requirements. Every department chairman has prepared an articulation guide for transfer credit courses. College advisement center (CAC) personnel are thus able to evaluate transfer credit from primary feeder institutions to meet major requirements.

D. College New Student Orientation Program. Each CAC supervisor is responsible for planning and coordinating the college new student orientation program. This program generally includes a meeting with the dean and department chairmen, a personal meeting with faculty members, orientation of college and departmental facilities, seminars in career opportunities, testing for aptitude and placement within selected disciplines, college open-house and social hour with new students and faculty.

E. Degree Profiles. Each CAC supervisor is responsible to maintain and publish degree requirement profiles for each major and specialization within the college. These profiles are available in each advisement center.

F. Faculty Advisement Assistant. Each CAC supervisor is responsible to coordinate advisement availability of faculty advisors with department chairmen.

G. Registration Information Assistance. CAC personnel provide registration materials to currently enrolled students within their college. Registration materials are also collected in the advisement centers.

H. Graduation Clearance. CAC supervisors work closely with the Graduation and Credit Evaluation Office in reviewing potential candidates for graduation. CAC supervisors also work closely with each department chairman and give final certification to the university graduation office once major requirements are completed.

I. Referrals and Appointments. The college advisement center (CAC) is a place of "first resort" for academic advisement. The role of the advisement center is well-defined and students with other needs are referred to appropriate agencies: faculty, Placement Office, Personal and Career Assistance Programs, Career Education, and other offices.

3. Faculty Participation

Faculty members retain a vital role in academic advisement even with the establishment of college advisement centers. The latter perform the clerical and informational arm of academic advisement with the responsibility to refer students to faculty members for professional advisement. This working relationship between advisement center personnel and faculty is essential.

4. Policy Statements

Policy statements printed in the general catalog and class schedule are the basis of the academic advisement program. A computer advisement program to be described hereafter provides an additional reference source for advisement.

ASSESSMENT OF BYU ACADEMIC ADVISEMENT

1. Program Strengths

A. Academic Advisement. CAC personnel are up to date on all academic policies and are trained to use the advisement profile data prepared by the Office of Admissions and Records. Advisement personnel meet bi-weekly to maintain proficiency.

B. Availability of Advisement. College advisement centers are open from 8:00 a.m. to 5:00 p.m., Monday through Friday. Students are not restricted to a single advisor, but may be referred to faculty according to need.

C. Advisement Records. An accurate advisement record is maintained on each student in each college. A printed set of requirements for each major and specialization is available in the appropriate advisement center. Students' records are centralized for immediate access for advisement. Records are made for all advisement, including: date, content, decisions reached. Transfer credit evaluation for major requirements is accomplished. Other materials include: high school transcript, ACT profile, up-to-date grade/progress evaluations, and graduation evaluation reports.

D. College New Student Orientation Program. The program is college-oriented with an academic emphasis, thus permitting flexibility in tailoring a program which is appropriate for the needs of students within each college.

E. Degree Profiles. Degree requirement profiles are maintained in college advisement centers for every major and specialization offered within the college. The degree requirement profile also becomes the contract with the student for the graduation requirements.

F. Faculty Properly Used. The CAC system has removed the clerical function of advisement from faculty members.

G. Graduation Clearance. In the one-year period following the inception of the college advisement centers, the number of students uncertain about graduation dropped from 927 to 55.

H. Registration Information Assistance. Students not only pick up registration materials at advisement centers, but receive various types of on-line computer information pertaining to their academic program: general education, university requirements, major requirements, and other services to be mentioned hereafter.

I. Reduction in Time Required to Graduate. The advisement system has helped reduce the length of time required for a student to graduate. In May 1972 the average graduate had completed 9.5 semesters. In 1975 a random survey reported the graduates had an average of 8.79 semesters, representing a savings of 39,264 semester hours for the 4,000 bachelor degree candidates. The number of semesters subsequently increased with the new general education program, but is expected to decrease with added understanding and flexibility provided in the new program.

J. A self-evaluation checklist has been devised for college advisement centers by which performance may be compared against established CAC criteria. While remaining responsible to respective deans, the instrument provides a common thread of purpose which unifies the twelve advisement centers (See Appendix 1).

COMPUTER ADVISEMENT PROGRAM

One of the goals of academic advisement at Brigham Young University is to provide students with information on academic and graduation requirements. A computer-assisted advisement program was conceptualized by Dr. Robert W. Spencer in 1971, in which students would have at their fingertips an immediate assessment of their progress towards graduation.

This program has been developed at BYU, and provides for each student, as part of the student's advisement and registration materials, a computer-printed graduation evaluation summary report. This report will be provided each student at the end of every semester. (See Appendix 2). It includes:

1. A summary of general education requirements completed and a listing of deficiencies; also general education evaluations passed.
2. A summary of university requirements, courses completed, and courses deficient.
3. A listing of all university classes completed with accompanying transcript data information.
4. A summary of transfer classes completed.
5. A summary of major requirements with courses completed and courses deficient.
6. A summary of specialization courses with courses completed and courses deficient.
7. A list of any course prerequisites.

The computer-assisted advisement program also identifies classes repeated, and states grade point average requirements. The program operates primarily from the graduation requirement index program, but it has the flexibility of adjusting to individually-designed programs. The advisement program will soon have operational the capability of interfacing with and evaluating transfer credits and matching them according to requirements at all levels.

In addition to the advisement benefits, the computer-assisted advisement program can also be used in projecting curriculum demands, planning course offerings, checking the accuracy of the transcript, and identifying the number of semesters required for a given major or change of major. This information is all contained in our on-line system so that a student may sit at a video terminal and match his courses completed against any degree program. This action will show him at a glance some benefits or disadvantages of changing his major. Some programs available on computer terminals in each CAC are shown in Appendix 3.

LOOKING FORWARD

Whatever degree of success we may have attained in our advisement program must be closely aligned to our emphasis on college advisement center personnel being available, knowledgeable, and interested. Success will not result from gimmicks, computers, advertising, special programs, etc. Emphasis must be on the student.

3.26

CAC BASIC PROGRAM

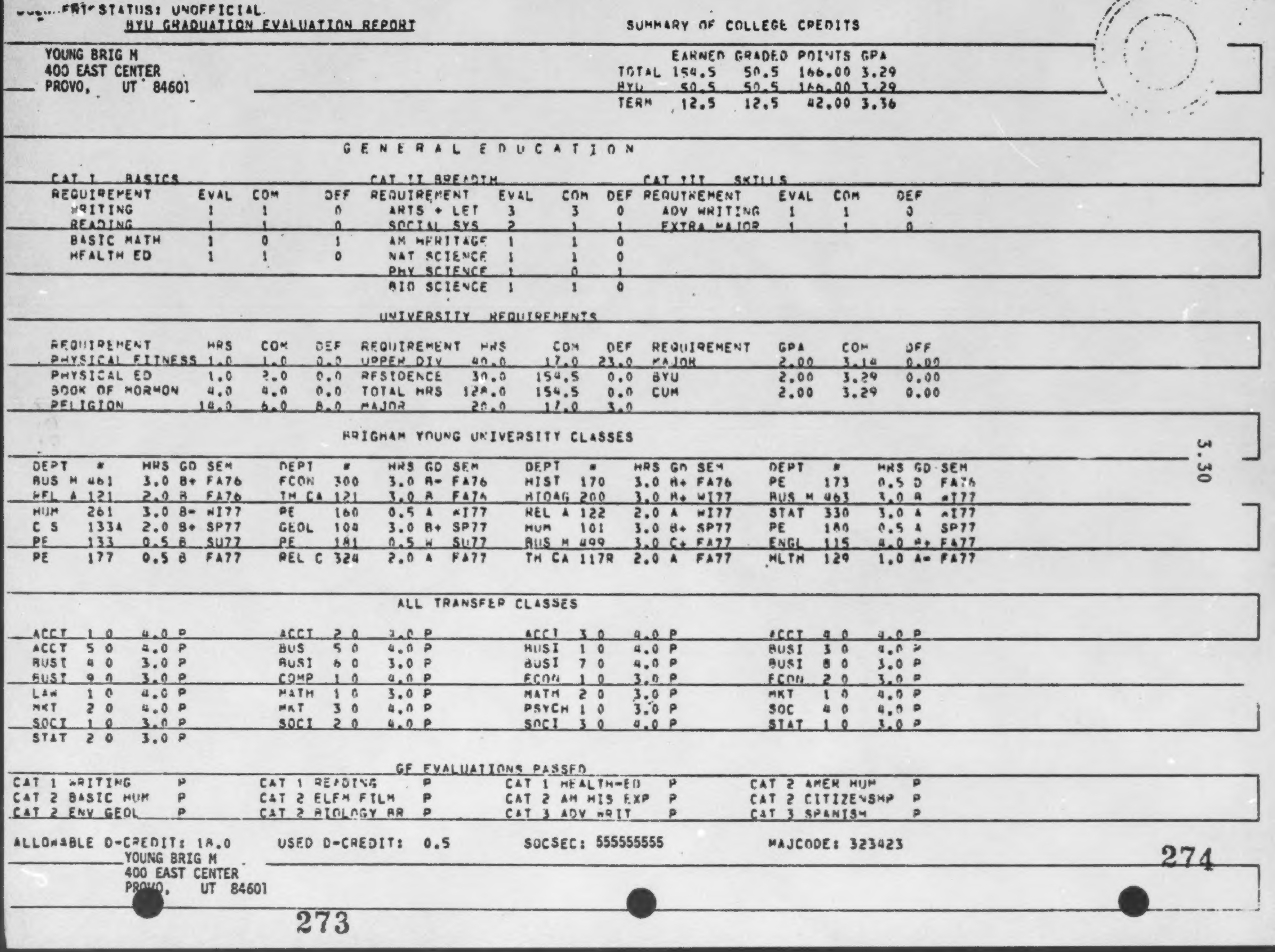
	YES	NO	COMMENTS
1. Degrees/area specialization outlines offered in college?			
2. General Education requirement outlines pertaining to college degrees/area specializations offered in colleges?			
3. Availability of Advisement:			
a. Offered daily between 8:00 a.m. - 5:00 p.m. (including lunch hour)?			
b. Can walk-in traffic be accommodated? . .			
c. Faculty backup provided?			
4. New/transfer student contact			
a. Welcome letter:			
Mailed within two weeks of notice? . .			
Orientation schedule included?			
Major specialty requirements included?			
Tentative authorized transfer credit included?			
b. Orientation:			
Introduce personnel/policies?			
Advise services offered?			
Provide major degree requirements? . .			
5. Student Files			
a. Established for each student majoring in college specialty?			
b. Does each file contain (where applicable):			
Admissions profile?			
ACT profile?			

	YES	NO	COMMENTS
Transfer evaluation?			
Degree specialization requirements (contract)?			
Counseling notes:			
Approved waivers?			
Substitute agreements?			
Other?			
Correspondence?			
Grade/Graduation Evaluation Reports?			
6. Student Progress Monitoring?			
7. Clearance for Graduation?			
8. Basic report submitted to (Deans, Department Chairmen, Academic Advisement)?:			
a. Waiver (semester)?			
b. Traffic (monthly)?			
c. Major change (receiving college)?			
d. Graduation deficiency (periodic)?			
9. Physical Facilities			
a. Simple and neat?			
b. Are operational costs comparatively modest?			
c. Location adjacent to Dean's Office?			
d. Are facilities adequate?			
e. Can advisement occur without interruption?			

	YES	NO	COMMENTS
10. Provide expert information			
a. Admission status:			
Warning?			
Entry data?			
b. Registration procedures?			
c. External credit programs:			
AP?			
CLEP?			
Military?			
Transfer?			
d. Major change process?			
e. Special programs:			
College work-study programs?			
Intern programs?			
College seminars?			
Financial aids?			
Tutoring?			
f. Dates and deadlines provided:			
Junior English Proficiency Exam?			
Graduation clearance?			
g. Process Exceptions to University Policy:			
Waivers?			
Substitute agreements?			

	YES	NO	COMMENTS
h. Post graduation information: Job market opportunity?			
Placement rate?			
Salaries offered?			
i. Referral agency for compus service organizations: Personal and Career Assistance Programs? (seven major programs available)			
Learning Resource and Services Center? .			
Student Employment?			
Student Entertainment Division?			
Programs to assist special students? . .			
Handicapped?			
International?			
Others?			

APPENDIX 2



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    FRT STATUS: UNOFFICIAL.
          BYU GRADUATION EVALUATION REPORT                          SUMMARY OF COLLEGE CREDITS

   YOUNG BRIG M                                                         EARNED GRADED POINTS GPA
   400 EAST CENTER                                               TOTAL 154.5   50.5  166.00 3.29
   PROVO,    UT  84601                                           BYU    50.5   50.5  166.00 3.29
                                                                 TERM   12.5   12.5   42.00 3.36

                                   G E N E R A L   E D U C A T I O N

    CAT I   BASICS                       CAT II BREADTH                    CAT III  SKILLS
    REQUIREMENT       EVAL  COM      DEF REQUIREMENT   EVAL    COM  DEF REQUIREMENT     EVAL  COM     DEF
      WRITING          1     1        0    ARTS + LET   3       3    0    ADV WRITING    1     1       0
      READING          1     1        0    SOCIAL SYS   2       1    1    EXTRA MAJOR    1     1       0
      BASIC MATH       1     0        1    AM HERITAGE  1       1    0
      HEALTH ED        1     1        0    NAT SCIENCE  1       1    0
                                           PHY SCIENCE  1       0    1
                                           BIO SCIENCE  1       1    0

                                     UNIVERSITY  REQUIREMENTS

    REQUIREMENT       HRS    COM    DEF  REQUIREMENT  HRS      COM   DEF  REQUIREMENT     GPA     COM     DEF
    PHYSICAL FITNESS 1.0    1.0    0.0  UPPER DIV    40.0     17.0  23.0  MAJOR           2.00    3.14    0.00
    PHYSICAL ED      1.0    2.0    0.0  RESIDENCE    30.0    154.5   0.0  BYU             2.00    3.29    0.00
    BOOK OF MORMON   4.0    4.0    0.0  TOTAL HRS   128.0    154.5   0.0  CUM             2.00    3.29    0.00
    RELIGION        14.0    6.0    8.0  MAJOR        20.0     17.0   3.0

                                  BRIGHAM YOUNG UNIVERSITY CLASSES

  DEPT    #     HRS GD SEM       DEPT    #     HRS GD SEM      DEPT    #     HRS GD SEM      DEPT    #     HRS GD SEM
  BUS M 461     3.0 B+ FA76      ECON  300     3.0 A- FA76     HIST  170     3.0 B+ FA76     PE     173    0.5 D  FA76
  REL A 121     2.0 B  FA76      TH CA 121     3.0 A  FA76     AIDAG 200     3.0 B+ WI77     BUS M 463     3.0 B  WI77
  HUM   261     3.0 B- WI77      PE    160     0.5 A  WI77     REL A 122     2.0 A  WI77     STAT  330     3.0 A  WI77
  C S   133A    2.0 B+ SP77      GEOL  104     3.0 B+ SP77     HUM   101     3.0 B+ SP77     PE    180     0.5 A  SP77
  PE    133     0.5 B  SU77      PE    181     0.5 W  SU77     BUS M 499     3.0 C+ FA77     ENGL  115     4.0 B+ FA77
  PE    177     0.5 B  FA77      REL C 324     2.0 A  FA77     TH CA 117R    2.0 A  FA77     HLTH  129     1.0 A- FA77

                                      ALL TRANSFER CLASSES

  ACCT  1 0     4.0 P            ACCT  2 0     3.0 P           ACCT  3 0     4.0 P           ACCT  4 0     4.0 P
  ACCT  5 0     4.0 P            BUS   5 0     4.0 P           BUSI  1 0     4.0 P           BUSI  3 0     4.0 P
  BUSI  4 0     3.0 P            BUSI  6 0     3.0 P           BUSI  7 0     4.0 P           BUSI  8 0     3.0 P
  BUSI  9 0     3.0 P            COMP  1 0     4.0 P           ECON  1 0     3.0 P           ECON  2 0     3.0 P
  LAW   1 0     4.0 P            MATH  1 0     3.0 P           MATH  2 0     3.0 P           MKT   1 0     4.0 P
  MKT   2 0     4.0 P            MKT   3 0     4.0 P           PSYCH 1 0     3.0 P           SOC   4 0     4.0 P
  SOCI  1 0     3.0 P            SOCI  2 0     4.0 P           SOCI  3 0     4.0 P           STAT  1 0     3.0 P
  STAT  2 0     3.0 P

                                     GE EVALUATIONS PASSED
CAT 1 WRITING        P       CAT 1 READING       P       CAT 1 HEALTH-ED      P       CAT 2 AMER HUM       P
CAT 2 BASIC HUM      P       CAT 2 ELEM FILM     P       CAT 2 AM HIS EXP     P       CAT 2 CITIZENSHP     P
CAT 2 ENV GEOL       P       CAT 2 BIOLOGY BR    P       CAT 3 ADV WRIT       P       CAT 3 SPANISH        P

ALLOWABLE D-CREDIT: 18.0     USED D-CREDIT:  0.5        SOCSEC: 555555555            MAJCODE: 323423
                 YOUNG BRIG M
                 400 EAST CENTER
                 PROVO,    UT  84601
```

3.30

```
             COLLEGE   **        ** DEPARTMENT  **   ** MAJOR SPECIALIZATION **
  323423    BUSINESS                BUS. MANAGEMENT        OPER + SYST ANAL

          17.0 HOURS   REQUIRED       ......................   DEFICIENT 15.0 HOURS
     ACCT  201      ACCT  202      C S   133  B+   ECON  110       MATH  110A
     MATH  110B     MATH  110C     STAT  221

           A COMBINATION OF THE FOLLOWING IS REQUIRED          DEFICIENT  1 CLASS
     (ACCT  232A       & ACCT  232B   )  OR (MATH  109    )

2.25 GPA REQ IN ABOVE CLASSES,OR "C" GRADE IN EACH CLASS FIRST TIME TAKEN

          21.0 HOURS   REQUIRED       ......................   DEFICIENT 18.0 HOURS
     ACCT  242       BUS M 301       BUS M 341       BUS M 361      ECON  300  B-
     ECON  301       ORG B 321

ONLY 6 HRS D CREDIT ALLOWED IN MAJOR; NO MORE THAN 3 HRS IN BUS MGT COURSES

            1 CLASS   REQUIRED        ......................             COMPLETED
     BUS M 461  B+

            2 CLASSES REQUIRED        ......................             COMPLETED
     BUS M 463  B    BUS M 468       C S   231       C S   233      C S   451
     C S   571       STAT  330  A    STAT  337

SIX HOURS ELECTIVES REQUIRED FROM 400 LEVEL BUS MGT COURSES

            1 CLASS   REQUIRED        ......................             COMPLETED
     BUS M 499  C+

 **CLASS**   PREREQUISITE CLASSES......       **CLASS**   PREREQUISITE CLASSES......
 BUS M 461 = BUS M 361                        C S   571 = C S   231    & STAT  221
 BUS M 463 = BUS M 361                        STAT  330 = STAT  221
 BUS M 468 = BUS M 361    & BUS M 461         STAT  337 = STAT  330
 C S   231 = C S   133A                       BUS M 499 = BUS M 301    & BUS M 341
 C S   233 = C S   133A
 C S   451 = C S   233

DOCUMENT STATUS: UNOFFICIAL  FOR HELP CONTACT PEGGY CARD        266 JKB    BYU EXT. 4285
 YOUNG BRIG M          555555555     785
```

3.32

Old Gen. Ed.
Program (New
Gen Ed. Program
indicated by year
term student entered
BYU, e.g., 775)* 000 -
No Gen. Ed. Program
has been designated

Social Security
number

Student name

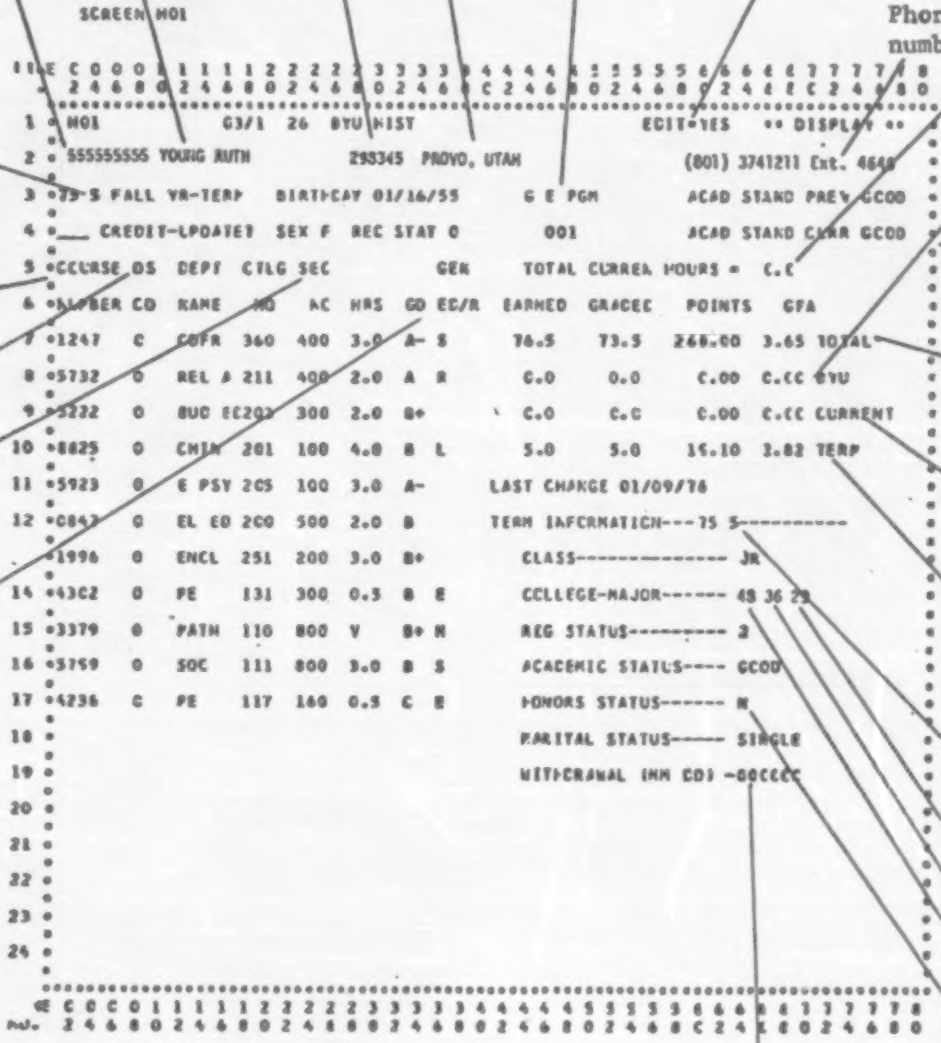
Student number

Local
address

Yes indicates
verified with
official records

Hours stud
registered
during cur
semester

Phone
number



```
         SCREEN M01

LINE 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
     2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0
   ..................................................................................
 1 . M01              G3/1   26  BYU HIST                      EDIT=YES   ** DISPLAY **   .
 2 . 555555555 YOUNG RUTH           295345  PROVO, UTAH        (801) 3741211 Ext. 4640     .
 3 .75 5 FALL YR-TERM    BIRTHDAY 01/16/55      G E PGM        ACAD STAND PREV GOOD        .
 4 .___  CREDIT-UPDATE?   SEX F   REC STAT 0      001          ACAD STAND CURR GOOD        .
 5 .COURSE DS   DEPT  CTLG SEC              GEN     TOTAL CURREN HOURS =  0.0            .
 6 .NUMBER CO   NAME   NO    AC   HRS   GD EC/R  EARNED   GRADED    POINTS   GPA         .
 7 .1247    C   COFR  360   400   3.0   A-  S     76.5     73.5    268.00  3.65 TOTAL    .
 8 .5732    0   REL A 211   400   2.0   A   R      0.0      0.0      0.00  0.00 BYU      .
 9 .3222    0   BUS EC202   300   2.0   B+          0.0      0.0      0.00  0.00 CURRENT  .
10 .8825    0   CHIN  201   100   4.0   B   L      5.0      5.0     15.10  3.02 TERM     .
11 .5923    0   E PSY 205   100   3.0   A-      LAST CHANGE 01/09/76                      .
12 .0847    0   EL ED 200   500   2.0   B       TERM INFORMATION---75 5----------         .
13 .1996    0   ENGL  251   200   3.0   B+         CLASS--------------- JR                .
14 .4302    0   PE    131   300   0.5   B   E      COLLEGE-MAJOR------ 48 36 29           .
15 .3379    0   PATH  110   800   V     B+  N      REG STATUS---------- 2                 .
16 .5759    0   SOC   111   800   3.0   B   S      ACADEMIC STATUS---- GOOD               .
17 .4236    C   PE    117   160   0.5   C   E      HONORS STATUS------ H                  .
18 .                                               MARITAL STATUS----- SINGLE             .
19 .                                               WITHDRAWAL (MM DD) -000000             .
20 .                                                                                      .
21 .                                                                                      .
22 .                                                                                      .
23 .                                                                                      .
24 .                                                                                      .
   ..................................................................................
LINE 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
NO.  2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0
```

Figures change
to reflect
different
semester grades

Computer code
or course
umber

Computer code
or course
escription

Computer code
or section
umber

General Ed.
letter codes
(Old Gen Ed.
Program only)
YES stands
for Repeat

Credit informat
on BYU classes

Credit informat
on BYU classes
and transfer wo

GPA information
on any grades
received duri
current semeste

Credit informat
for classes
appearing on th
screen (Fall 75
classes taken)

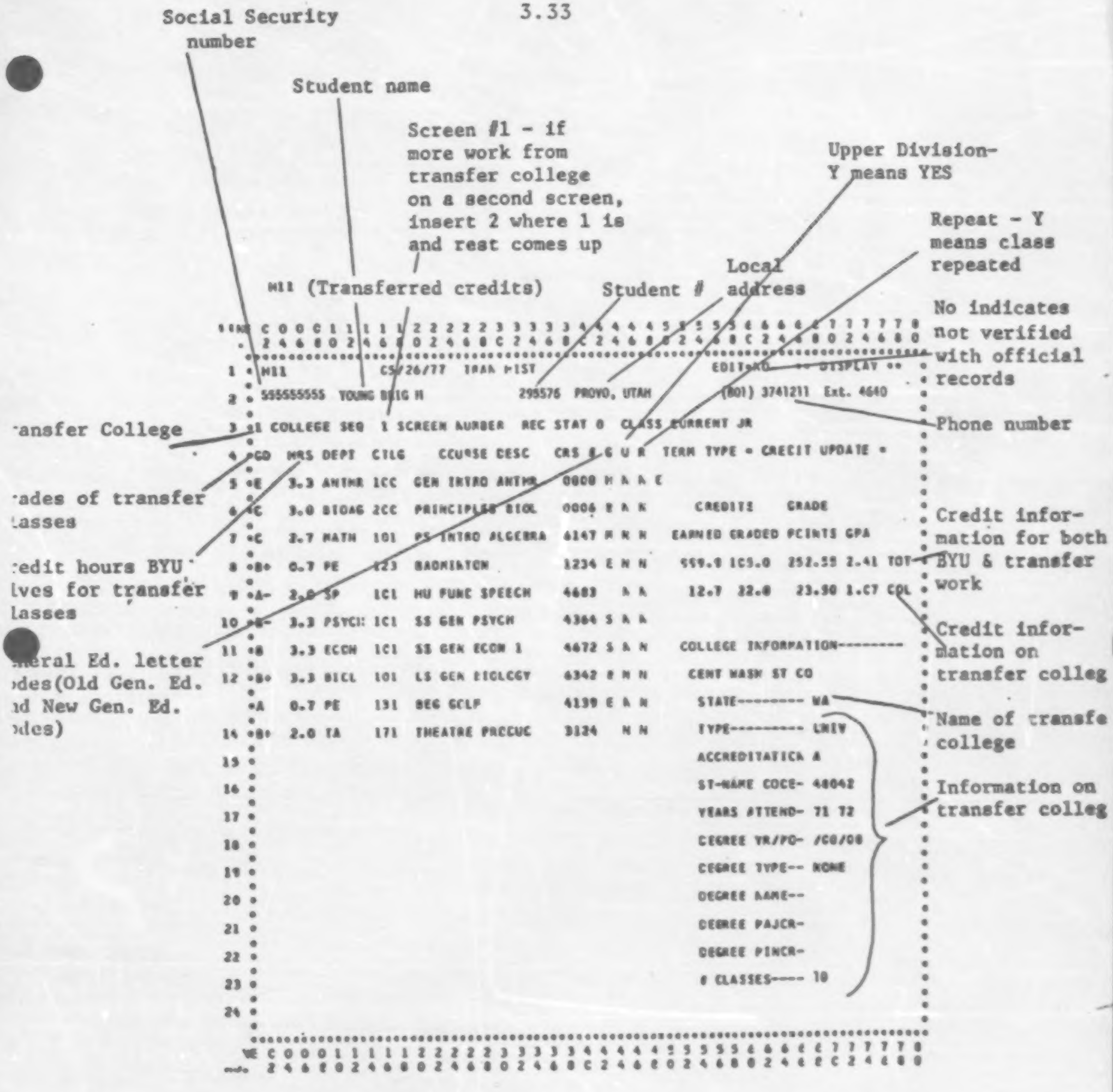
Date last chang
made on terminal

Major specialty
(Speech) dept.
(Communications)
College (Fine
Arts)

Designates if
Honor student--
H appears if
Honors student

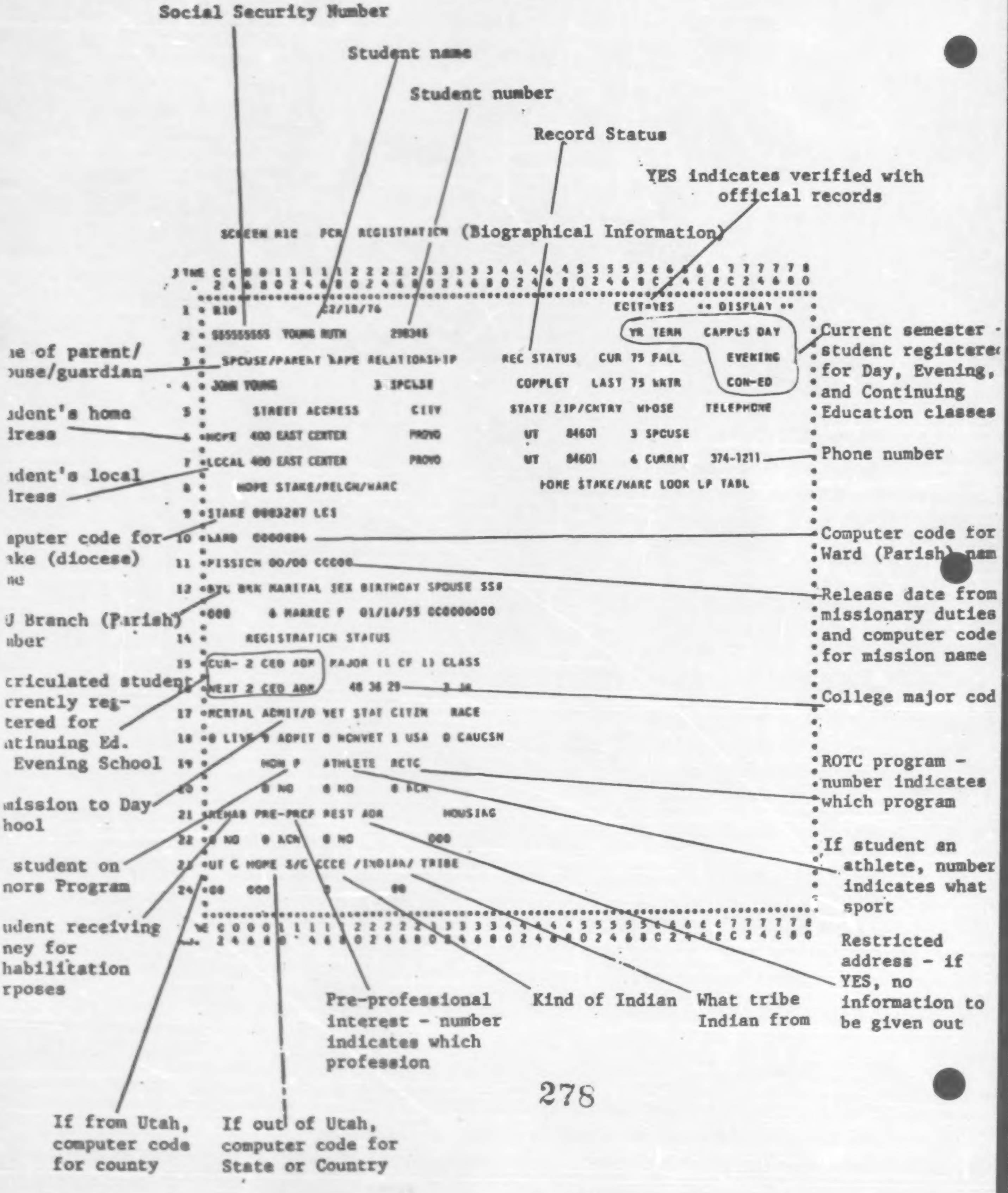
Shows month
and day
student withdrew
from semester

*BYU School Year
781 = 1978 Winter Semester
782 = 1978 Winter Block
783 = 1978 Spring Term
784 = 1978 Summer Term
785 = 1978 Fall Semester
786 = 1978 Fall Block


Social Security number
Student name
Screen #1 - if more work from transfer college on a second screen, insert 2 where 1 is and rest comes up
Upper Division- Y means YES
Repeat - Y means class repeated
Local address
Student #
No indicates not verified with official records
Phone number
ansfer College
ades of transfer asses
edit hours BYU ves for transfer lasses
eral Ed. letter des(Old Gen. Ed. d New Gen. Ed. des)
Credit information for both BYU & transfer work
Credit information on transfer colleg
Name of transfe college
Information on transfer colleg

M11 (Transferred credits)

```
 LINE C 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
   .  2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0
  1  M11              C5/26/77  TRAN HIST                              EDIT-NO   ** DISPLAY **
  2  555555555  YOUNG BRIG H                   295576  PROVO, UTAH       (801) 3741211  Ext. 4640
  3  1 COLLEGE SEQ   1 SCREEN NUMBER   REC STAT 0   CLASS CURRENT JR
  4  GD   HRS DEPT  CTLG     CCURSE CESC     CRS # G U R   TERM TYPE = CRECIT UPDATE =
  5  E    3.3 ANTHR 1CC  GEN INTRO ANTHR     0008 H A A E
  6  C    3.0 BIOAG 2CC  PRINCIPLES BIOL     0006 R A K        CREDITS      GRADE
  7  C    2.7 MATH  101  PS INTRO ALGEBRA    6147 M N N    EARNED GRADED PCINTS GPA
  8  B+   0.7 PE    123  BADMINTON           1234 E N N     559.9 1C5.0  252.55 2.41 TOT
  9  A-   2.0 SP    1C1  HU FUNC SPEECH      4683   A A      12.7  22.0   23.90 1.C7 COL
 10  B-   3.3 PSYCH 1C1  SS GEN PSYCH        4364 S A A
 11  B    3.3 ECCN  1C1  SS GEN ECON 1       4672 S A N    COLLEGE INFORMATION--------
 12  B+   3.3 BICL  101  LS GEN BIOLCGY      6342 8 N N     CENT WASH ST CO
     A    0.7 PE    131  BEG GCLF            4139 E A N       STATE-------- WA
 14  B+   2.0 TA    171  THEATRE PRCCUC      3124   N N       TYPE--------- UNIV
 15                                                           ACCREDITATICN A
 16                                                           ST-NAME COCE- 48042
 17                                                           YEARS ATTEND- 71 72
 18                                                           CEGREE YR/PO- /C0/00
 19                                                           CEGREE TYPE-- NONE
 20                                                           DEGREE NAME--
 21                                                           DEGREE MAJCR-
 22                                                           DEGREE MINCR-
 23                                                           # CLASSES---- 10
 24
  LINE C 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
   .  2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0
```



SCREEN RIO FOR REGISTRATION (Biographical Information)

```
LINE 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
   . 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0
  ..................................................................................
 1 . RIO          02/10/76                                    EDIT=YES   ** DISPLAY **  .
 2 . 555555555  YOUNG RUTH      298346                        YR TERM   CAMPUS DAY      .
 3 .  SPOUSE/PARENT NAME RELATIONSHIP       REC STATUS   CUR 75 FALL      EVENING       .
 4 . JOHN YOUNG            3 SPOUSE          COMPLET    LAST 75 WNTR      CON-ED        .
 5 .      STREET ADDRESS       CITY         STATE ZIP/CNTRY  WHOSE      TELEPHONE       .
 6 .HOME  400 EAST CENTER      PROVO          UT    84601     3 SPOUSE                  .
 7 .LOCAL 400 EAST CENTER      PROVO          UT    84601     6 CURRNT   374-1211       .
 8 .    HOME STAKE/BRNCH/WARD                  HOME STAKE/WARD LOOK UP TABL             .
 9 .STAKE 0003207 LDS                                                                   .
10 .WARD  0000004                                                                       .
11 .MISSION 00/00 00000                                                                 .
12 .BYU BRK MARITAL SEX BIRTHDAY SPOUSE SS#                                             .
   .000      6 MARRED F  01/16/55 000000000                                             .
14 .      REGISTRATION STATUS                                                           .
15 .CUR- 2 CEO ADM   MAJOR (1 OF 1) CLASS                                               .
   .NEXT 2 CEO ADM      48 36 29      3 JR                                              .
17 .MORTAL ADMIT/D VET STAT CITZN   RACE                                                .
18 .0 LIVE 9 ADMIT 0 NONVET 1 USA  0 CAUCSN                                             .
19 .         HON P   ATHLETE  ROTC                                                      .
20 .          0 NO    0 NO     0 NON                                                    .
21 .REHAB PRE-PROF REST ADR          HOUSING                                            .
22 .0 NO    0 NON   0 NO              000                                               .
23 .UT C HOME S/C CODE /INDIAN/ TRIBE                                                   .
24 .00   000          0          00                                                     .
  ..................................................................................
LINE 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
   . 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0 2 4 6 8 0
```

Social Security Number

Student name

Student number

Record Status

YES indicates verified with official records

ie of parent/ ouse/guardian

ident's home iress

ident's local iress

iputer code for ike (diocese) ne

J Branch (Parish) nber

criculated student crently reg- tered for ntinuing Ed. Evening School

nission to Day hool

student on nors Program

ident receiving ney for habilitation rposes

If from Utah, computer code for county

If out of Utah, computer code for State or Country

Pre-professional interest - number indicates which profession

Kind of Indian

What tribe Indian from

Current semester - student registere for Day, Evening, and Continuing Education classes

Phone number

Computer code for Ward (Parish) nam

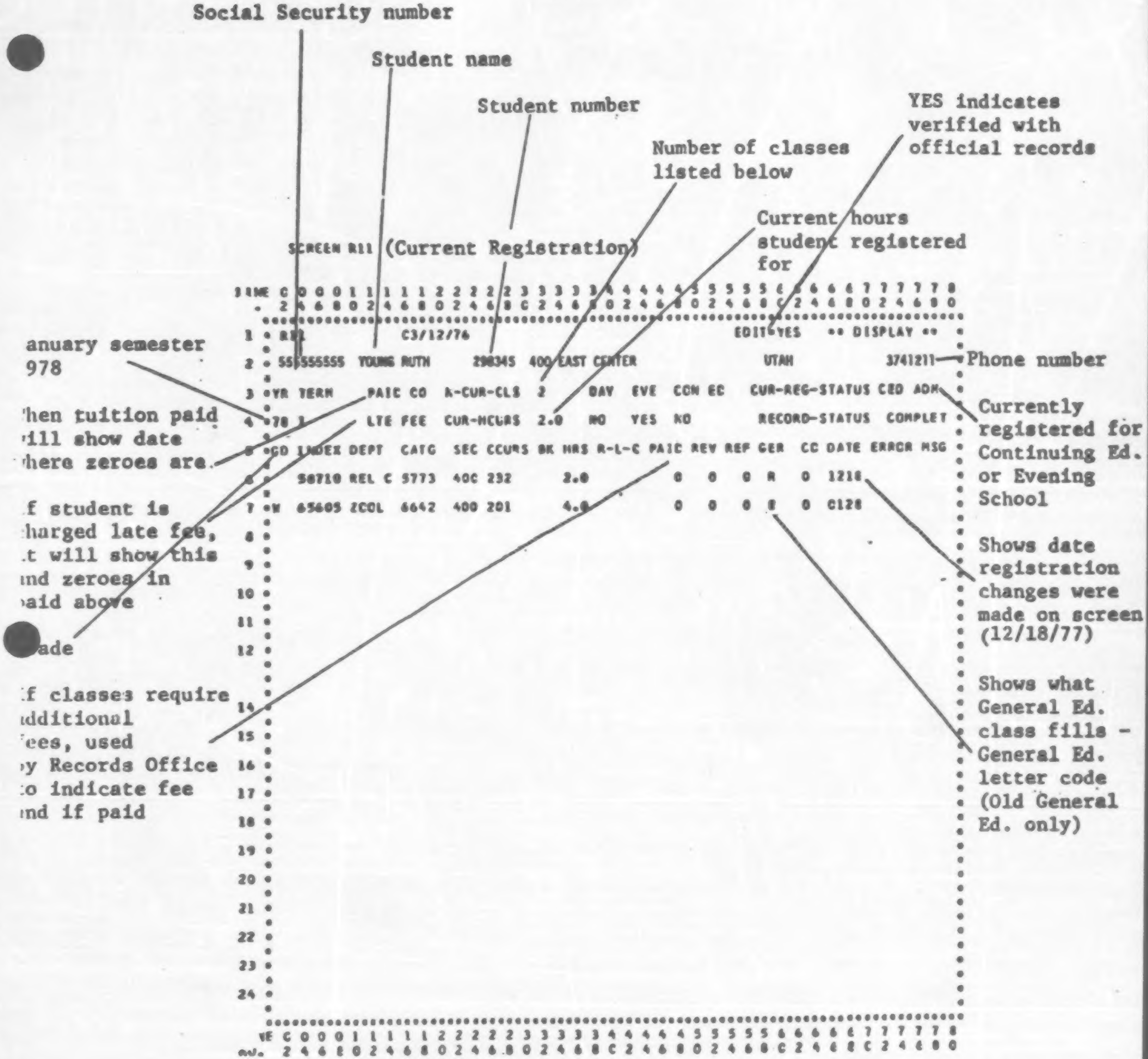
Release date from missionary duties and computer code for mission name

College major cod

ROTC program - number indicates which program

If student an athlete, number indicates what sport

Restricted address - if YES, no information to be given out



SCREEN R11 (Current Registration)

```
LINE C 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
 .   2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0
   ********************************************************************************
 1 * R11           C3/12/76                                 EDIT=YES   ** DISPLAY **  *
 2 * 555555555  YOUNG RUTH     290345  400 EAST CENTER           UTAH              3741211*
 3 *YR TERM     PAIC CO  A-CUR-CLS 2       DAY  EVE  CON EC   CUR-REG-STATUS CED ADM  *
 4 *78 1        LTE FEE  CUR-HCURS 2.0     NO   YES  NO       RECORD-STATUS  COMPLET  *
 5 *CD INDEX DEPT  CATG  SEC CCURS BK HRS R-L-C PAIC REV REF GER  CC DATE ERROR MSG   *
 6 *   50710 REL C 5773  40C 232      2.0         0    0   0   R   0  1218            *
 7 *W  65605 ZCOL  6642  400 201      4.0         0    0   0   E   0  C128            *
 8 *
 9 *
10 *
11 *
12 *
14 *
15 *
16 *
17 *
18 *
19 *
20 *
21 *
22 *
23 *
24 *
   ********************************************************************************
LINE C 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8
NO.  2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0
```

Social Security number

Student name

Student number

Number of classes listed below

YES indicates verified with official records

Current hours student registered for

anuary semester 978

Phone number

'hen tuition paid 'ill show date 'here zeroes are.

Currently registered for Continuing Ed. or Evening School

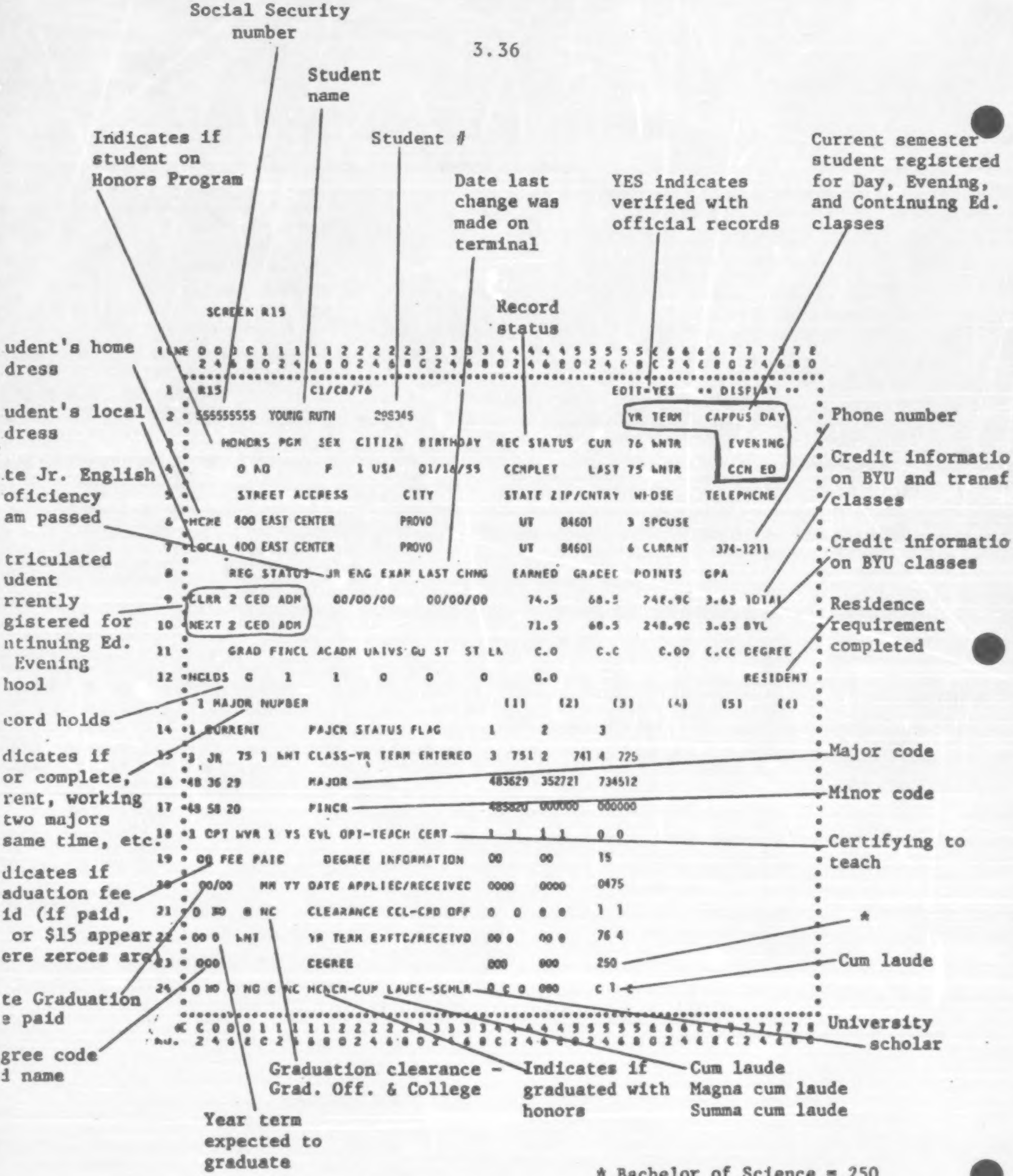
f student is harged late fee, t will show this nd zeroes in aid above

ade

Shows date registration changes were made on screen (12/18/77)

f classes require dditional 'ees, used y Records Office o indicate fee nd if paid

Shows what General Ed. class fills - General Ed. letter code (Old General Ed. only)



```
SCREEN R15

LINE 0 0 0 C 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 C 6 6 6 6 7 7 7 7 7 8
 .   2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0
   ••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••
 1 • R15                C1/C8/76                           EDIT=YES   •• DISPLAY ••  •
 2 • 555555555  YOUNG RUTH      295345                     YR TERM     CAPPUS DAY   •
 3 •     HONORS PGM  SEX  CITIZN  BIRTHDAY  REC STATUS  CUR  76 WNTR      EVENING   •
 4 •       0 AD        F   1 USA   01/16/55   CCMPLET    LAST 75 WNTR      CCN ED    •
 5 •       STREET ACCRESS         CITY            STATE ZIP/CNTRY  WHOSE   TELEPHCNE •
 6 • HCME  400 EAST CENTER        PROVO              UT    84601    3 SPCUSE          •
 7 • LOCAL 400 EAST CENTER        PROVO              UT    84601    6 CLRRNT  374-1211 •
 8 •     REG STATUS  JR ENG EXAM LAST CHNG   EARNED  GRACEC  POINTS   GPA            •
 9 • CLRR 2 CED ADM    00/00/00    00/00/00    74.5    68.5   248.9C  3.63 TOTAL     •
10 • NEXT 2 CED ADM                            71.5    60.5   248.9C  3.63 BYU       •
11 •     GRAD FINCL ACADM UNIVS GU ST  ST LA   C.0     C.C      C.00  C.CC DEGREE    •
12 • HCLDS  C    1    1    0    0     0       0.0                       RESIDENT    •
13 • 1 MAJOR NUMBER                          (1)     (2)     (3)     (4)    (5)    (6) •
14 • 1 CURRENT       PAJCR STATUS FLAG       1       2       3                      •
15 • 3  JR   75 1 WNT CLASS-YR TERM ENTERED  3  751 2   741 4  725                  •
16 • 48 36 29        MAJOR                   483629  352721  734512                 •
17 • 48 58 20        PINCR                   485820  000000  000000                 •
18 • 1 CPT WVR 1 YS EVL OPT-TEACH CERT       1  1   1  1    0  0                   •
19 •  00 FEE PAIC      DEGREE INFORMATION    00      00      15                     •
20 •  00/00    MM YY DATE APPLIEC/RECEIVEC   0000    0000    0475                   •
21 •  0 00   0 NC     CLEARANCE CCL-CRD OFF  0   0   0  0    1  1                   •
22 •  00 0   WNT      YR TERM EXPTC/RECEIVD  00 0    00 0    76 4                   •
23 •  000             CEGREE                 000     000     250                    •
24 •  0 N0 0 NC C NC HCNCR-CUP LAUCE-SCHLR   0 C 0   000     C 1 C                  •
   ••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••
 NC  C 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 C C 7 7 7 7 7 8
 NO. 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0 2 4 6 8 0 2 4 6 8 C 2 4 6 8 0
```

Social Security number

Student name

Student #

Indicates if student on Honors Program

Date last change was made on terminal

YES indicates verified with official records

Current semester student registered for Day, Evening, and Continuing Ed. classes

Record status

udent's home dress

udent's local dress

te Jr. English oficiency am passed

triculated udent rrently gistered for ntinuing Ed. Evening hool

cord holds

dicates if or complete, rent, working two majors same time, etc.

dicates if aduation fee id (if paid, or $15 appear ere zeroes are)

te Graduation e paid

gree code d name

Phone number

Credit informatio on BYU and transf classes

Credit informatio on BYU classes

Residence requirement completed

Major code

Minor code

Certifying to teach

*

Cum laude

University scholar

Graduation clearance - Grad. Off. & College

Indicates if graduated with honors

Cum laude
Magna cum laude
Summa cum laude

Year term expected to graduate

* Bachelor of Science	=	250
Bachelor of Arts	=	105
Associate of Arts	=	005
Associate of Science	=	030

ACADEMIC ADVISING AT COLORADO STATE UNIVERSITY

Bonnie Titley

Undergraduate advising at CSU is the process through which a student, aided by a faculty member, achieves optimum benefits from the college experience.

DUTIES AND RESPONSIBILITIES OF ADVISER

(NOTE: To clarify the meaning of these general statements, we have added explanatory comments following some of them.)

1. Knowing each student well enough to be perceptive of individual needs and how these influence the academic program. (Note: Some advisers find it useful to ask newly assigned advisees to supply some basic information via a questionnaire/form. Even minimal answers to questions such as "Where did you get your interest?" "What kind of job would you like to have in 5 years?", "Why did you choose to come to CSU?" can be very helpful in assessing a student's individual needs).

2. Providing the student with information about the limitations, alternatives, and consequences of decisions to be made about the academic program.
(Note: New freshmen especially need to be given long-range information about a proposed major, (e.g., a bachelor's degree is not enough; graduate work is necessary). Later, then, they cannot rely on a "why-didn't-someone-tell-me?" stance if they choose to pursue that avenue. Such information, given early, can also serve to help the

adviser by making the student aware early of some decisions that will have to be made.)

3. Translating the requirements of a given major program to show the relevance of all required and/or recommended courses for the major and also how they are directed toward the student's career and general future.
   (Note: "Translating" means only "explaining why." Why is an engineer required to take some humanities? Why should an English major take a natural science course? Why would a sociology course be a good elective for a statistics major?, etc.)

4. Correlating choice of electives with both the student's long-range objectives and the requirements of the major, making substitutions and exercising options wherever appropriate.
   (Note: Students are often not made aware of options for course selection made available by departmental curriculum committees. Advisers have to make such options known.)

5. Developing quarterly schedules that meet both the immediate and long-range objectives of the student.

6. Assessing regularly the student's progress toward a degree so that problem areas can be detected early.

7. Directing the student to other advisory and professional service personnel (e.g., Placement Office, Counseling Center, Office of Academic Advising, etc.) who can augment the academic program by introducing relevant extra-class

activities, possible part-time work, and/or personal counseling or guidance.
(Note: These service agencies on campus have many programs and activities that can make both your advising responsibilities and your advisee's tenure here more meaningful. We urge you to become familiar with the offerings).

RESPONSIBILITIES OF THE ADVISEE

(Note: These responsibilities are printed each term in the Class Schedule when space is available. Not all students read them there, so we urge you to familiarize your advisees with them so that they may assume their particular duties in the advising process. The Office of Academic Advising is trying to do a better job of educating students to these, but we would appreciate your reinforcing our efforts.)

The basic responsibilities of the advisee in the advising process include:

1. Giving thoughtful consideration to personal goals so that academic and professional goals can be coordinated with them.
2. Discussing with an adviser personal long-range goals and the kind of job opportunities possible after gaining qualifications possible through completion of the chosen major (or option within a major).
3. Knowing the basic requirements of the chosen major well enough (via the catalogue and departmental checksheet) to be able to ask meaningful questions about requirements, options, electives, etc.

4. Given relevant information, accepting responsibilities for making final decisions on academic matters.
5. Being familiar with the general catalogue and the class schedule for current quarter so that questions asked are pertinent to immediate needs.
6. Keeping the adviser informed of all changes in schedule, any problems encountered, and those questions that arise which could affect academic life (such as possible withdrawal, change of major, etc.).
7. Maintaining personal copies of the major checksheet, grade slips, transfer evaluation form (if appropriate), and degree status sheet so that a record of progress toward a degree is readily available.
8. Seeking out-of-class activities (e.g., cultural events, interest-related clubs, student professional organizations, etc.) relevant to the major.

DEPARTMENTAL RESPONSIBILITIES

The individual academic departments make the actual assignment of adviser. Practice varies as to methods of adviser assigment, but generally a student can request a reassignment without prejudice. Such requests should be made at the department office.

Departments, when notified by the Office of Academic Advising of an official change of major, are responsible for forwarding the advisee folder to the new department. Records should not be released to students and should not be forwarded without formal notice. This will facilitate accurate records in the department offices.

Departmental key advisers are urged to hold adviser meetings within their departments as they are necessary to bring individual advisers up to date on curriculum and/or requirement changes for the department.

ADVISING AWARD

An annual award recognizing distinguished advising at the undergraduate level was begun in Spring, 1971. Nominations are made by Deans, Department Heads, or any group of ten students. Selection of the recipient is by a special committee made up of students and faculty. The award includes a tax-free stipend.

ORGANIZATIONAL STRUCTURE

The organizational structure of advising at CSU may be depicted as follows:

Vice-President for Academic Affairs
↓
Office of Academic Advising
↓
Council on Academic Advising
↓
Key advisers in academic departments
↓
Individual faculty advisers

OFFICE OF ACADEMIC ADVISING

The Office of Academic Advising coordinates academic advising and related academic matters in the nine colleges.

It is directly responsible for advising those students, who, though displaced from one major because of grades (or by their grades, but also because they have not decided upon a new major), are still scholastically eligible to be in school. It works in direct cooperation with the Scholastic Standards Committee to provide special advising to students in academic difficulty. In addition, it cooperates with the Premedical Advisory Board by working with students who fall behind the "rule of thumb" grade point average that would make them competitive for admission into medical school. It also advises varying numbers of general studies students in cooperation with the College of Humanities and Social Sciences.

The office is solely responsible for the change of major procedure. Students wanting to change majors should be directed here. Members of the staff try to make certain that students have received sufficient information about the content of the new major to make a realistic decision; in doing this, they try to help the student assess potential for success in that major. General career information, when available, is also used in the success-assessment dimension of the interview. The office works closely with other service agencies and with key advisers to assure that each student has maximum information upon which to base choice of major.

The office is responsible for developing materials for advisers to use in the advising process. In addition, it will, upon request, provide in-service training for advisers. Such training may be individual, group, department-wide, or college-wide and would cover whatever aspect of advising the request might include.

THE FRESHMAN SEMINAR PROGRAM AT CREIGHTON UNIVERSITY

Nancy Fogarty
Creighton University
Omaha, Nebraska

The Freshman Seminar Program, offered during the Fall semester has the major objective to aid the freshman student to grow as an individual and to make a successful personal and social adjustment to university life. The Freshman Seminar hopes to achieve the following more specific goals of:

1. Providing the Freshman Advising Program with an advising focus and a regular meeting occasion.
2. Assuring freshmen personal access to a senior faculty member.
3. Introducing freshmen to basic information about Creighton and the College of Arts and Sciences, especially the curricular options and corollary services available.
4. Giving freshmen a clear interpretation of test and background data so that he/she can make realistic plans.
5. Enabling the student to see the relationship between formal education in college and his own personal development.
6. Enabling the student to develop more effective methods of learning.
7. Helping the student to explore his/her attitudes and interests.
8. Examining with the student his real motives for choices of a career and an academic major; providing a realistic context for choice; and familiarizing the student with the job market for college graduates.

9. Allowing the student to develop, with sufficient guidance, a personal curricular plan.

The Seminars meet in small groups of about fifteen students under the leadership of a faculty member, assisted by a student advisor. Each student advisor receives two hours of elective credit. Each freshman participant receives one credit, graded satisfactory or unsatisfactory. Through the Freshman Seminar, each freshman can be helped to explore the dimensions of his own potential as well as the dimensions of his school, his community, and his world.

DISCUSSION TOPICS

Father Sheets, S.J.

DISCUSSION TOPICS (Group or Individual)

Purpose: For each individual to assess where he/she is in his/her college career. These essays will serve as material for personal discussions with either student advisor or faculty advisor.

Content: The following questions are devised to help you assess where you are in your college education. Not all of them need to be addressed, but they will help you sort out your thoughts, and will help provide material for meeting with your advisors.

1. What was the main reason you came to Creighton?
2. What has been the biggest adjustment you had to make? Has it been made satisfactorily? How was it done? Or, what should be done?

3. What have been the biggest difficulties you have found since coming to Creighton? How have you met them?
4. What have you found most helpful in getting adjusted, and making progress in getting the most out of college?
5. What courses are you taking? How are you doing in them? Could you be doing better? What is your impression of your courses? Have you settled on your choice of career? Would you rank yourself in the upper, middle, lower third of your classes?
6. Do you work? How many hours? What kind of work?
7. How many hours a day do you study? Do you have a schedule? How do you go about your study? What could be improved here?
8. Have you taken advantage of the helps for reading?
9. What do you do for recreation? Do you feel that there are enough opportunities for meeting people in a social way?
10. What are the main problems you feel you have to face in the future?
11. Though the freshman seminar will be evaluated later, at present how would you evaluate it? Helpful/not helpful, too many meetings/too few, topics pertinent/not pertinent, etc.

OTHER DISCUSSION TOPICS

From Former Seminar Leaders

1. How different do you feel that Creighton University and college life in general will be from your past life style and high school?
2. How sure are you about your major area of study and your vocational goals -- about what job, business or profession you will enter?

3. How confident are you that you will be able to adjust to new ideas and people in college without any serious difficulty?
4. How sure are you that you can accept and handle the independence, responsibility, and self-discipline necessary for the successful management of your own standards, your study habits, and your financial affairs?
5. How sure are you that you will be able to do good academic work in college?

DISCUSSION FOREMAT AND ACTIVITIES FOR WELCOME WEEK SESSION

1. Introduce self (background, teaching area, research, family, hobbies, etc.) and student teaching assistant (similar background information).
2. Have each student in section introduce himself, giving background information, academic interests, etc. and state why he chose the University of Alabama and the College of Arts and Sciences.
3. Discuss purposes of Freshman Seminars: Primary purpose is to help ease the transition from high school to collegiate environment by:

   A. Acquainting student with structure and function of University College of Arts and Sciences.
   B. Familiarizing student with academic requirements and catalog for College of Arts and Sciences.
   C. Familiarizing the student with campus facilities.
   D. Developing a "line of communication" between student member and instructor and student assistant, to aid in problem solving.
   E. Reviewing ACT profiles.

4. Discussing how a course is listed and described.
5. Discussing what the number of hours means, and how you compute a QPA.

OTHER SUGGESTIONS

1. Discussion of student problems - have student assistant devise a set of questions, one for each student, to be answered by that student and discussed by the entire group- e.g. "What would you do if someone were copying from your paper" or "How would you go about getting involved in student politics on this campus."
2. Discussion of topic - How to take notes, study and study for exams.
3. Discussion of current best seller.
4. Discussion of a current topic of interest - e.g., Ecology, Education, Politics.
5. Have meeting handled entirely by student assistant with instructor absent, to discuss problems of mutual interest.
6. Instructor invites student section to his home.
7. Invite outside speakers, resource people.
8. Tour the professional schools.

ROLE OF THE COLLEGE ADVISOR

1. To meet with advisees in the Freshman Seminar and individually when indicated.

    A. To allow each student to offer some insight into his current stage of academic and vocational planning.
    B. To share some general understanding of the Creighton program and curriculum, study techniques, and the like.

2. During these meetings the Advisor should:

    A. Review ACT information with advisee.
    B. Encourage advisee to discuss current educational-vocational plans and progress more fully.
    C. Appraise the course choices made by advisee realistically, based on ACT predictions, difficulty of subject matter, etc.
    D. Review with advisee the requirements for graduation from the University, as well as specific requirements for a major field, when appropriate.
    E. Appraise the advisee of his need for remedial services when necessary; e.g., reading improvement, study skills, tutoring, review techniques.
    F. Encourage repeated meetings with advisees, especially to review mid-semester and semester grade reports.
    G. Suggest the use of the professional staff of the Counseling Center if student's plans seem unrealistic, unclear, or if the advisee seems to lack correct information about himself or the requirements of the vocational field to which he aspires.

H. Advise the students in matters relating to changes in Registration and Preregistration for the succeeding semester. To this end the Arts Office will normally require an Advisor's signature before taking action.

I. Maintain regular meeting schedules with advisees during the years previous to acceptance by a major department.

DOANE COLLEGE CAREER DEVELOPMENT PROGRAM

"A Preparation for Life"

Ed Watkins
Director, Career Development
Doane College

ABOUT THE COLLEGE

Doane is the oldest liberal arts college in Nebraska. It was founded in Crete in 1872 by Thomas Doane who was the chief engineer for the Burlington railroad. The 365-acre college was incorporated as a non-profit institution whose mission was to provide a liberal arts education for young men and women seeking careers in education and the church.

Further development of the term "careers" appeared in the 1925 Doane Catalog in a preface entitled "The Liberal Arts College and a Career," where emphasis was placed on the outcome of the students' education as illustrated by the following quote: *"The message of the college is that education is designed to help one to make a life as well as to make a living...the liberal arts studies of the college course can be so grouped as to give a real preparation for the various occupations of life without losing any of their cultural value."* Fifty years later we remain committed to these principles.

DOANE'S CAREER DEVELOPMENT HISTORY

The decision to begin serious planning for a career development thrust at Doane College was unanimously endorsed by a vote of the Board of Trustees at their May, 1973 meeting. A special meeting of Trustees, faculty, administration, students and alumni was called in August of that year to further discuss the implications of the program and options for its implementation. Mr. Henry Bowes, former president of Bell and Howell, delivered the keynote address, and Dr. Ralph Tyler, then Director of the Center for Advanced Study in the Behavioral Sciences at Stanford, served as consultant.

During the 1973-74 academic year, the Doane faculty voted to amplify and augment the curriculum in response to student vocational interests. Academic majors in recreation, public administration, medical technology, and special education were added and a curriculum design allowing for student-generated majors was adopted. Also, a pilot program in cooperative-teacher education majors was adopted. Also, a pilot program in cooperative-teacher education under a Title IV-D grant provided a successful pilot for subsequent experiential opportunities in all academic departments.

In June of 1974, the college hired a full-time, dean level Career Development director. The college has subsequently hired two other career professionals and several part-time personnel to assist in the implementation of the Doane Career Development process.

ABOUT THE TERMS

Career: Charles Silberman's definition of a career in *Crises in the Classroom* best expresses our conceptualization of the term. *"The choice of a career involves far more than a choice of how to earn a livelihood. The question 'Who am I?' really means 'What do I want to be? What values do I want to serve? To whom and to what do I want to be responsible?' There is a lot of difference between starting a job and starting a career...a job is a way of earning a living, but a career is a way of living...it is the way you want to live."*

By introducing a career as a way of life, a student at a liberal arts college is better equipped *"for a world that changes* *rapidly and calls for flexibility and adaptability."* (College Placement Council)

LIBERAL ARTS

Webster defines the liberal arts as, "*the studies in a college or university intended to provide chiefly general knowledge and to develop the general intellectual capacities.*" We accept that definition at Doane but instead of confining that application to a student's four-year residence on campus, we seek to find ways of applying it to the student's future life plans. Through the Career Development process, students are given opportunities to explore career options that discourage them from "locking in" or "locking out" their future intentions. It is a realistic exploration of life using their developed intellectual capacities acquired through exposure to the liberal arts.

CAREER DEVELOPMENT PROCESS

If we think of a process as a succession of acts, events, and developmental stages, then Doane's Career Development Process must extend far beyond the traditional four-year college commitment, and it does. Doane envisions Career Development as a process that begins prior to a student's entering college and extending on through life.

We concur with Dr. Kenneth Hoyt who said in an article entitled, The Role of Career Counseling and Placement in the College and University, "*I believe that the college admissions, orientation, career counseling and placement functions should be centralized and coordinated into a single unit.*" and that "*The placement function should begin prior to the time the student is admitted on campus.*"

And with Dr. Felix Robb, director of the Southern Association of Colleges and Schools, who has stated, "*Each college and university worthy of survival in the 1980's should transform its placement office into what might be called a career development center...the center should be able to work productively and individually with entering freshmen as well as with seniors and graduates.*"

At Doane the process begins before the student arrives, is individually tailored while he/she is a freshman, allows him/her to test careers beginning their sophomore year and then helps him/her find his/her first job. We also make another commitment when we allow students to come back to Doane, tuition free, after they graduate to re-educate themselves for another vocation.

CAREER DEVELOPMENT PROCESS OUTLINE

1. Pre-Admissions
    - A. Summer Career Explorations
    - B. High School Career Counselors program
    - C. Career Preview program

2. Career Counseling
    - A. Freshman Counseling and testing program
    - B. Careers library
    - C. Decision-making workshops
    - D. Professionals on campus

3. Career Curriculum
    - A. Faculty Internships
    - B. Curriculum Development

4. Experiential Learning
    A. Internships
    B. Volunteers
    C. Part-time and summer jobs
    D. Professionals in Residence

5. Placement Program
    A. Placement preview
    B. Placement service

6. Post-Graduation
    A. Graduate return program
    B. Alumni life files

THE CAREER DEVELOPMENT PROCESS

PRE-ADMISSIONS

General Objective: To develop and maintain linkage between high school and college career counselors in an effort to coordinate the transition of students from the secondary to the post-secondary experience and to stimulate high school students to consider "career" prior to college entry.

1. Summer Career Exploration Conferences: In the summer of 1975 and 1976 the Career Development Center sponsored week-long Career Exploration conferences. Mornings were devoted to the "world of study" (lifelong learning), afternoons to the "world of work" (vocation), evenings to the "world of leisure" (recreation, creative of time). Because of student and high school counselor interest, the conference will be enlarged to accommodate 100 students in the summer of 1977.

2. High School Career Counselors: In 1976 over 200 Nebraska, Colorado, and Missouri counselors requested and received the Career Development "Career Advisory Manual." This manual contains career information on 24 different academic majors. Thirty-four counselors have formalized their relationship to the center as associate members and have been placed on a mailing list to receive new materials, notification of campus speakers and consultants, etc. Last year Doane hosted a high school career counselors workshop in St. Louis and this spring is co-hosting a state-wide workshop for over 100 career resource personnel. Dr. Kenneth Hoyt, Director of the U.S. Office of Career Education, will be the featured guest at the conference.
3. Career Preview: In 1975, seventy-five (75) percent of the freshmen voluntarily completed a life file sheet and returned it to the center. In 1976, 80% began this file which contains previous career information. This is the first step in addressing the need for a placement function prior to the time the student begins classes.

CAREER COUNSELING

General Objective: To provide Doane students with a variety of career counseling, self-exploration and self-awareness opportunities.

1. Freshman Counseling: In 1975-76, 71% of the freshman class participated in the freshman career counseling program. The following year 90% were involved. The student initially spends time with a career counselor responding to the general question, "What are your plans for the rest of your life?" If the student is vocationally

undecided, he or she will be exposed to a career test (Strong Vocation or Holland Self-Directed Search). If the student has one or more vocational interests, then he or she will be encouraged to spend time gathering more information in the career library.

2. Careers Library: In 1974, a careers library was established which now contains information on approximately 200 specific vocations, literature on major U.S. employers, graduate school catalogs, standard career and manpower manuals, and various aids to locating and obtaining employment. Recently, a careers library bibliography was completed and made available to Doane faculty as well as to high school counselor associate members.
3. Career Decision Making Workshops: In the spring of 1977 the Career Development Center initiated career workshops designed to develop skills required for successful entry in the job market, i.e., decision making, resume writing, interviewing, and other aspects of seeking appropriate employment. These workshops are "action oriented" in that they require the participants to "practice the skills being developed."
4. Professionals on Campus: In the fall of 1976 Doane established a program designed to bring professionals of the non-academic community to our campus to informally share their feelings about their career in general and their vocation in particular. Every Wednesday evening a lawyer, doctor, inventor, news reporter, etc., visits the campus and helps "blur" the distinctions between the academic and the non-academic community.

CURRICULUM DEVELOPMENT

General Objective: To fully integrate the career development concept into the curriculum and teaching methodologies of the liberal arts program.

1. Faculty Internships: The faculty internship program is designed to expose teachers to the non-academic world and should provide new insights into the skills and demands associated with employment opportunities in their disciplines. Two faculty internships have already been completed. An education professor taught a kindergarten and ninth grade class for one complete semester in 1976. Through this experience he is better able to understand the unique problems facing today's beginning teacher. In the spring of 1976 a political science professor spent a term working in the Nebraska State Office of Planning. From this experience, a new approach to the public administration curriculum was developed. Over half the faculty will be involved in the program over the next five years.
2. Curriculum Development: Funds have been committed for a minimum of 20 summer faculty appointments each year for the next five years. Curriculum revision will occur as follows: Education 1977; Social Sciences, 1978; Natural Science, 1979; Humanities, 1980; Fine Arts, 1981. Concurrently, faculty from each division will contribute to the core liberal arts requirements as they relate to lifelong career needs.

EXPERIENTIAL LEARNING

General Objective: To provide opportunities for students to "test" their career interests, become exposed to the rudiments of their preliminary career choice, and develop skills through practical experience during their collegiate experience. The College Placement Council recommends that a college provide the following undergraduate opportunities: 1) Cooperative Education 2) Scheduled part-time or summer work opportunities 3) Internships 4) Miscellaneous job experiences (volunteer).

According to the Council, "*Many institutions of higher education offer one or more of the above types of experiential education; only a few provide opportunities for all variations of these four types of work-learn experiences.*" The Career Development Center offers all the above experiential opportunities.

1. Internship program: Since the beginning of the experiential learning program in 1974, the Career Development Center has established service-learning contracts with 106 employing agencies. Each year, approximately 25% of the student body participates in an internship experience. The program is closely monitored and includes weekly reports from the interns, bi-weekly evaluation reports from the field supervisor and periodic on-site visits from the Career Development Center. The faculty sponsor provides a pass-fail grade after consultation with the supervisor. The Career Development Center serves as a liasion between the intern, supervisor and sponsor; arranges for the off-campus experience; arranges interviews between interns and prospective employers and maintains all records of the experience.
2. Volunteers: The Career Development Center was responsible for establishing a group known as Practical Enterprises for People (PEP) in 1976. The efforts of this group has had a real impact on the community as well as the participants involved. This experience has given the Doane

students an opportunity to experience the rewards of volunteer service. This is explained in greater detail in the section on Post Graduation.

3. Work Study, Summer and Part-Time: The Career Development Center has assumed the responsibility for all work-study placements as well as becomming a "broker" for part-time and summer requests. In 1975-76, over 100 students found summer and part-time work through the center.
4. Professionals in Residence: This element of the process can be considered a "reverse intership." A corporate/governmental leader would live on campus for a minimum of one month and attend classes, faculty meetings, staff meetings, campus functions and experience campus life as a student faculty, and/or staff member would. We are currently negotiating with Ford Motor Company for the purpose of placing our first professional in residence.

PLACEMENT

General Objective: To assist all participating Doane students in locating employment that coincides with their interests, skills and future career plans.

1. Placement Review: We believe that placement is a "front-end" task, i.e., steps taken during the early collegiate years will lead more logically to appropriate employment at graduation. However, a junior and senior placement service is provided that assists students in finding placement in specific jobs and/or graduate schools. Each fall the center begins its placement preview which asks the students the following questions:
   A. Will you have employment upon graduation? If so, where?

B. Do you plan to attend graduate school upon graduation? If so, where?
C. If you answered "no" to the above questions, what are your plans?
D. What are your long-range career goals?
E. Do you wish to "purchase" the placement service?
F. Would you be interested in additional career counseling and/or testing?

(Every month thereafter an update will be provided which indicates the progress of senior plans.)

2. Placement Service: Our office has established the following program for juniors and seniors:
A. Review of the interview process
B. Review letters of introduction
C. Prepare professional resume
D. Mock interview
E. Placement interviews

(Of the non-teaching students that were offered full-time employment upon graduation, 93% had participated in the internship program.)

POST-GRADUATION

General objective: To extend the services of the Career Development Center to all Doane graduates.

1. Graduate return program: In February, 1976, fifteen students enrolled in a program identified as University Year for Action. Seven of these students were former graduates of Doane and they were instrumental in organizing their own agency known as PEP (Practical Enterprises for People). PEP is involved in the following projects:

A. Sheltered Workshop: This project has now been funded by Region V Office of Mental Retardation. The PEP group was heavily involved in the research which resulted in the Region V Board's decision to locate in Crete.

B. Skating Rink: Last year the group renovated the old skating rink and purchased nearly $800 worth of skates.

C. Day Care: The group is currently involved in a community effort to obtain a child development center for Saline County.

D. Senior Citizens Program: PEP sponsors the Senior Surrey Bus Program. The surrey operates seven days a week in providing transportation to the senior citizens of Crete.

Since the beginning of the program eight more graduates have joined. Those that have completed the program have successfully found employment in an area of their interest.

In 1975, Doane adopted a policy that states that any graduate of the college may re-enroll tuition free to pursue a new academic major or strengthen those areas where a career interest exists. This policy is in keeping with our philosophy that if a student has not discovered or been prepared for an appropriate career after four years at Doane, then the college has not properly served that student.

2. Alumni life files: The Career Development Center will continue to provide career services to all interested

alums. The center will also establish a phone bank whereby current undergraduates can talk to former graduates about their career interests. This will be helpful to alums as well as current students as they will be kept informed of current events on campus.

FRESHMAN ACADEMIC ADVISING AT DUKE UNIVERSITY

Elizabeth Studley Nathans
Lorene L. Greuling
Trinity College Freshman Advising Center
Duke University
Durham, North Carolina

INTRODUCTION: THE STRUCTURE OF DUKE'S FRESHMAN ADVISING SYSTEM

The freshman advising system at Duke has two components. The Dean of Freshman (an Assistant Dean of Trinity College of Arts and Sciences) supervises a staff of four graduate interns and exercises day to day control over the corps of sixty-five faculty and staff members who serve voluntarily as academic advisors to groups of twenty freshmen. Offices for the dean and her staff, and offices used by advisors on a rotating basis, are located within a centralized Freshman Advising facility, which also houses a career library and an informal waiting and reception area. Paraprofessional staff members who answer routine inquiries and who screen and coordinate appointments for the dean and the advisors utilize space within the Advising Center. Deans' office records (which follow students throughout the undergraduate years) and freshman advising records (which are maintained by advisors during the first year) are kept within the Center. These records summarize all student conferences, and provide for continuity in advising; they are especially useful when a student must be seen by more than one advising staff member. Students schedule appointments with their own or with alternate advisors through the coordinating secretary in the Advising Center, and they meet with the advisors in the Center where career information is available, referral services are quickly available, and authoritative and immediate backup is accessible to advisors in unusual or complex situations.

The Freshman Advising Center and the office of the Dean of Freshmen serve approximately 1,250 students each year: one thousand who enter the traditional freshman year in September, and two hundred fifty, who begin as "January freshmen" at mid-year. It is raged favorably by over 90% of the faculty participants and more than 2/3 of the freshmen; unquestionably, it has been instrumental in holding Duke's first-year attrition rate for all causes to approximately 2-3% of the entering class. University faculty and staff members, as well as freshmen, regard the Advising Center as the single place most likely to provide answers to freshman's academic and related personal concerns, and it is to the Center and the office of the Dean of Freshmen that all queries about such matters ultimately are directed.

We tell our advisors and our graduate staff that the academic advising of freshmen has two basic objectives. First, advising should help ensure that the freshman year academic program for each student is well studied to the individual's preparation and stated academic objectives. Second, it should help each student explore the range of university curricular and cocurricular resources, broaden acquaintance with curricular and life-style possibilities beyond the limits which often bind high school students, and integrate so far as possible or desirable, curricular, cocurricular, and summer opportunities and plans. In loco parentis is dead at Duke, as elsewhere. Nonetheless, freshmen at Duke receive closer individual supervision than do other undergraduates. However, decisions are never made by advisors for first year students: the overriding objective of the freshman counselors is to aid students in developing the maturity required to make choices and to be responsible for the consequences of choices once made.

Contact with students and the parents begins almost as soon as places in the entering class are reserved and fee deposits paid, and within the guidelines of the Buckley Amendment, both parents and students are involved in the advising process throughout the first year.

Duke freshmen register for classes by mail during the summer (or, in the case of January entrants, the fall) before matriculation. The geographical diversity of Duke's undergraduate student population precludes an on-campus summer orientation, though many freshmen have visited the campus at least once prior to enrollment. Because placement testing and interviews cannot be accomplished until formal matriculation, summer registration is at best tentative. It serves, however, at least three important functions. For the students, it encourages careful and early reading of the University bulletin and the special "Academic Guide for Freshmen"[1] which lists courses, offers extended descriptions of departmental offerings, and suggests course sequences. While there is some danger that choices made at home will be unduly influenced by parents or by high school counselors, summer registration removes the crucial course choices for the first year from the pressured atmosphere of orientation, when students are tired and confused, and when peer pressures often override individual judgment. For the parents, it ensures an opportunity to examine the university bulletin and the freshman guide, since most students are excited enough about college entrance to share these items with their families. Together with a welcoming letter sent the parents early in the summer (or fall), it can make the parents not only feel a part of their student's college experience and engender loyalty to the institution, but can also begin to educate them in the types of adjustments which will be demanded of freshmen once on campus, and provide a helpful reference point to which advisors may later return should parental support be needed in aiding adjustment on campus. For the university, the early registration provides an indication of course demand (and a chance if need be to adjust departmental offerings), a tentative projection of students' curricular interests (how many premeds this year? how many future CPA's?), and an opportunity for trained counselors to review each program and either correspond or converse with students about changes while course offerings are still sufficiently flexible to allow for easy shifts in placement.

At Duke, all freshman registrations are reviewed by the Dean of Freshmen. Aptness of placements, especially in languages and mathematics, is checked and any necessary adjustments or corrections made. The dean checks appropriateness of course selection against the student's curricular interests which are indicated on admissions and registration forms, and checks placement levels against criteria established by the academic departments on the basis of entrance test scores and the quality of the high school record. Phone calls directly to the students, resolve any questions which arise from the review of the tentative course schedule. Obviously, these phone calls are the first step in establishing a personal relationship with entering students and their families; very often, they also provide an opportunity to work through with students and parents, family doubts about proposed schedules, (e.g., How "useful," and therefore, how legitimate, are courses in art history? Shouldn't Joe be taking some Economics -- I did when I was a freshman. Susan hasn't had any calculus; why do you think she can bypass the remedial section of mathematics and being calculus next fall. Won't it be too hard for her?). Formerly, we handled these matters through correspondence. We discovered, though, that the good will engendered by phone calls, as well as the time savings to the freshman office staff, more than compensate for the costs involved. Similarly, we discovered that encouraging entering students to phone the freshman dean with questions they have about registration has brought good results. We now insert a specific invitation for freshmen to phone us with their questions, in the "Academic Guide for Freshmen" which is part of each student's registration packet; about one-third of each entering class responds, at some point, during the months before formal matriculation.

During the months before matriculation, the groundwork is laid for the entering class in ways which do not directly involve students themselves. Individual faculty advisors are recruited by the university's assistant provost and are assigned by the Dean of Freshmen as registrations are processed. Whenever possible, advisors and students are matched by curricular interests; the "undecided" student generally will be paired with an advisor who has served in the university's academic administration. The Advising Center staff prepares advisor assignment memos for entering students; these memos are distributed on the day of matriculation, when advisors and freshmen meet for the first time. Orientation schedules, prepared under the direction of an associate dean of Student Affairs, arrive in early July, for distribution by mail to freshmen together with a formal welcoming letter from the Dean of Freshmen and a pamphlet describing the services of the Freshman Advising Center. Each item in the orientation packet specifically directs freshmen to call their parents' attention to the orientation schedule. We invite parents to accompany freshmen to the campus, and schedule a separate orientation program designed to acquaint parents with campus counseling resources for freshmen and to inform them in a straightforward but friendly way, some of the adjustments freshmen must make to the university environment, and the limits to what the parents can now do as well as the contributions they may still make, to those adjustments.

During the six weeks before matriculation of the new class, the Dean of Freshmen reads through the admission file on each student. Every freshman meets with the dean at least once during the first year: the aim in reading through admission files is to develop a hierarchy of student call-ins. Minority students; those students with relatively low entrance test scores; those with inconsistent or mediocre high school records; those whose curricular interests have recently shifted markedly; those noted by high school counselors or teachers as deficient in study skills, motivation, or self-discipline; those with obvious learning disabilities or physical handicaps; those whose curricular interests are not matched by Duke's undergraduate offerings; and, at the other end of the spectrum, those who are clearly exceptionally mature, versatile, and talented; will receive early call-ins to the freshman office after matriculation. So, too, will students for whom the social and personal adjustments to the university may prove overwhelming: students from small, rural communities, for example, or those who are the first in their families to attend an institution of higher education. In many cases, these students will also be flagged to their faculty advisors, to the resident advisors in the dormitories, and to the dean and associate deans of student affairs, so that all who are involved with the counseling of new students may be alert to their special needs.

The fifty faculty advisors who serve September entrants and the fifteen who work with the "January freshmen" participate at Duke in a centralized advising system. Working under the nominal direction of an Assistant Provost but under the daily supervision of the Dean of Freshmen and a coordinating secretary in the Freshman Advising Center, they donate approximately 22 hours each semester to working with new students. First priority in appointments for each advisor goes to his or her own group of students: the twenty assigned during the prematriculation registration period. But advisors are available by appointment or on a drop-in basis to other freshmen, as well: to those with quick questions, for example, or to those with a developing interest in a particular academic field not matched by their own advisor's apecilization. Most advisors confine their work with the freshmen to academic counseling, but a few, by personal choice, make clear to students their willingness to aid in matters of personal concern, as well. Advisors are designated in the spring of each year by the Assistant Provost in charge of the program. Departments are not required to furnish freshman advisors, and no lightening of teaching or departmental advising load is uniformly offered to those who serve. Many departments, however, regard service in the freshman advising program as important to the total undergraduate effort: often, and with careful attention to ethical considerations, the "undecided" freshman may be swayed in the direction of a particular major by an especially helpful, friendly, advisor. Faculty who agree to serve in the advising program receive during the summer an extensive Advisors Manual[1] and other materials designed to prepare them to work with entering students. Each advisor (both new and experienced) also participates in a half-day workshop just prior to the opening of the semester. Last-minute items of information are distributed (including the advisees' class schedules), and for new advisors, an agenda for the first meeting with the advisees is suggested. Then, working in small groups with both new and experienced advisors in each group, advisors run through mock advising sessions with upperclass students. This "workshop" format following an informal luncheon and brief meeting, offers advisors a chance to see their peers in action in demonstration advising sessions. Over three years, it has proved especially effective in encouraging advisors to learn basic requirements, in showing them the range of advising styles which students find productive, and in promoting informal interchange and support among the advising staff members. Student participants are chosen by the Dean of Freshmen from among the most outstanding freshmen of the previous year. To be selected is regarded as an honor; students prepare carefully for their roles and have shown themselves sensitive and tactful critics of faculty performance. Faculty response to the overall training program has been uniformly enthusiastic.

The freshman who matriculates at Duke enters a system which is more carefully structured than he or she probably realizes. The academic schedule and entrance record have been reviewed by the Dean of Freshmen, notes have been made, and a tentative evaluation made of any problems the student seems likely to encounter in academic or personal adjustment. If special problems seem likely to arise, a postal card asking the student to make an appointment with a member of the dean's staff will be in the mail by the time the freshmen arrive on campus. The faculty advisor, who meets his or her students for the first time on the afternoon of matriculation, already knows each advisee's past record (and has a computerized 5x8 card displaying the record and providing space for summaries of advising conferences), proposed course schedule, and prospective undergraduate major or tentative career plans. If special physical or other problems exist, the advisor will have discussed these with the Dean of Freshmen.

Advising meetings during orientation take place in faculty offices -- the only such meetings of the year which occur outside the centralized Freshman Advising Center. The object in these first meetings is only secondarily to provide information: most freshmen are too tired and too confused by the events of orientation to absorb academic information at this time. In all but unusual cases, the object of the first meeting is simply to get acquainted. The students come to recognize the advisor (though not to remember his or her name!), have a chance to raise questions which may be bothering them, and are encouraged to schedule an individual appointment with the advisor later in orientation to resolve doubts about the course schedule or other matters. Advisors try to show themselves as concerned, knowledgeable, and available to their freshmen, and they are expected to review with advisees the pamphlet describing the advising system which freshmen received during the summer or fall before matriculation. In particular, advisors are asked by the staff to indicate their own availability for questions, the schedule of dates and times when they will be in the centralized freshman advising facility, and the constant availability of persons in that facility to answer questions or provide authoritative advice. We ask them to stress -- as does written material freshmen receive -- that no question is too trivial or too "stupid" and that the advising staff is ready to help with queries which range from how to read the class schedule or find a particular building, to the most complex matters of university regulations and course sequencing requirements.

Once orientation ends and classes begin, the freshmen's progress is monitored by both the dean's office and the advisors. Postal cards go out from the Advising Center in mid-September, asking freshmen to see their advisors to discuss how things are going and to begin planning the next semester's course program which must be chosen in late October. The Dean of Freshmen summons, in groups of 50-75 each week, students for general conferences about academic and personal adjustment. The content and purpose of such discussions varies during the year. Early in the fall, those summoned are freshmen judged most likely to encounter problems of academic or personal adjustment. For these students, we try to express interest; to acknowledge, in many cases, past difficulties and the prospect that problems may recur at Duke; to suggest the availability of university counselors or other resources which may help should things start to go badly. We also ask that the student keep in touch, and suggest a specific time limit: "Let me know -- you don't have to make an appointment, just stop by -- how things are going in a couple of weeks." For the exceptionally able student, such conferences offer a chance to involve recent matriculants more quickly than usual in cocurricular activities. We try with such students to indicate special internship or career apprenticeship possibilities; to suggest specific faculty members with whom the student may find courses particularly stimulating; and, again, to follow up with a return visit within a couple of weeks, just to see how things are going. For most freshmen, the conference offers a chance at an overall view of how and where things are going; of long-range plans; of possible special opportunities during the academic year or the summer; of ways to do more than simply survive in the university environment. Increasingly, during the year, students bring their own agendas to these meetings, and time must be saved to deal with the range of roommate, parental relationships, curricular, and cocurricular concerns the freshmen want to discuss. These conferences are uniformly informal: students know, when they receive call-in cards, that the conference is "just routine." To underscore this fact, disciplinary conferences and those which arise because of parental calls, instructors' complaints, and so forth, are scheduled for a specific hour each day. Students receive a telephone summons to such conferences, rather than the "routine" postal card.

Follow-up meetings during the year occur in the routine registration conferences between advisors and advisees in October and March, and in casual meetings on campus and in class. More structured follow-up is provided each term by mid-semester grades. At Duke, these grades are reported to students, to advisors, to resident advisors, to the Dean of Freshmen, and (unless the student has demonstrated that he or she is not dependant for Federal tax purposes) to the parents. Every student who receives any grade of D or F, receives as well a warning letter from the dean. A student who receives more than one D or F must meet with the dean as well as with his or her instructors and faculty advisor. Particularly during the fall term, these conferences are often painful. Students who have never before received poor grades insist that tests were unfair or the professor unjust, and only reluctantly recognize the role of their own inappropriate priorities or deficient study skills in producing the unwelcome grades. Parents often call the dean to complain of undue academic pressures, or to insist the course placements or expectations are too lofty. For the approximately 1/3 of the class which receives at least one D or F, it is a time of reappraisal and, often, real shock. For a few, it is time to withdraw and return another day: the student who has four failures at midterm, for instance, will be counseled by the advisor and the dean to pull out immediately, to preserve a clear academic transcript against the day when he or she will be emotionally ready to do acceptable college work.

Final grade reports reach the Advising Center in late December, while students are away for the Christmas break. Only two or three freshmen generally fail to meet the continuation standards and sustain academic dismissals in December: freshmen in their first term at Duke are permitted two failures before dismissal becomes mandatory. Many, however (usually approximately 100) receive one or more failing or deficient grades. These students, again, receive warning letters from the dean, and those with particularly poor records must meet with the dean before the end of the course drop/add period in the spring term. All students with deficient records are reminded officially to confer with their faculty advisors or the dean before making any changes in spring term schedules, and to confer with instructors and departmental Directors of Undergraduate Studies before continuing into more advanced work in any department in whose introductory course they received a D.

Early in the spring term, freshmen receive from the Advising Center reminders that they must select either a major or a division of academic interest before registering in March for fall classes. At the same time, they receive a list of all members of the freshman advising staff by departments, and a copy of the spring term Advising Center schedule. Advisors are particularly busy in January and February. These months are reserved in the Advising Center for conferences between faculty and students who are prospective majors in their respective departments. The freshman whose own advisor is a physicist but who now plans a major in zoology, will, for example, arrange with the coordinating secretary in the Center to confer with a zoologist about departmental requirements and course sequences. The zoologist, in turn, will note his or her recommendations on the Advising Center record card, so that the student's own advisor will have the record of both conference and recommendations when the student seeks sophomore year course approval in mid-March. Similarly, the zoologist in working with the student will have the benefit of the original advisor's comments about the fall term record -- as well as the record of entrance units, grades, and test scores as a guide in making course load recommendations.

The flexibility of moving from one advisor to another within the Advising Center structure is perhaps the most important advantage the Duke system offers freshmen. Rather than being forced to seek out a departmental officer in his own office, the freshman interested in exploring a particular field of interest can come to a central point. There, he or she can be assured the undivided attention of an experienced advisor, one accustomed to working with freshmen and comfortable with their need to explore rather than to make premature commitments. Freshmen are not permitted, once assigned their own advisors, to switch their official advising assignment. We are convinced that this system protects advisors against another: the student who, upon receiving unwelcome advice from one staff member will "shop around" in an effort to find a staff member who will agree with his or her own wishes. A few students, at first, are unhappy with this policy. Most, however, understand and accept it, and once convinced of their ability to confer with any member of the advising staff, are comfortable in returning to their original advisors for formal course approval.

What of the student who does not fit smoothly into the existing system? What of the freshman who wants to transfer? Or who is otherwise discontented with what Duke offers? Or who is encountering motivational or personal problems which block successful academic achievement? The student who is unhappy at Duke and who hopes to withdraw, take a leave of absence, or transfer, is offered every possible aid in reaching a decision and then, if appropriate, in making applications elsewhere. The advising staff assumes that no school is right for every student, and that the very process of evaluating prospective transfer or the jobs available after withdrawal may give a freshman a clearer picture of what he or she wants and what can legitimately be demanded of any college or university. Students receive careful and prolonged counsel from the dean, on the process of selecting and visiting other schools or conducting a job search, and on the process of preparing resumes or transfer applications. Those who contemplate transfer are encouraged to make campus visits, and are excused from classes for reasonable periods in order to do so. And the vast majority who go through this process -- many because they felt Duke to be large and impersonal -- end by staying with us. The relationships established during a transfer or withdrawal counseling convince many that someone does care about and know them, that personal relationships are possible even in the context of a major university, and that they can carve a niche for themselves in the academic and social and residential spheres, after all. Similarly, students who are encountering motivational problems often profit from the personal attention lavished on them in the course of counseling about the possibilities of leaves of absence or temporary withdrawal. Many, after almost a year of fighting referrals to counseling psychologists who are skilled in working with such problems, come after conferences with advisors and the dean during the spring to accept such referrals, and elect to stay in school. Others find their problems resolved simply and relatively quickly after personal attention and follow-up by advisors and the dean. Again, most such students finally elect to remain at Duke, and cite the influence of advisors and perhaps the dean as significant factors in their decision.

They key to Duke's freshman advisory system is the highly personal counseling that freshmen receive. Often, of course, the extent to which attention is individualized is not apparent to the freshmen -- especially to those who appear late for routine appointments, who arrive not seeking dialogue, but simply asking that previously determined goals or plans be rubberstamped by counselors and deans. Such students derive little in any university from the advising structure, however carefully it may be tailored to cater to their needs. But for the student who has and recognizes special needs, or the student in doubt about objectives, or the student open and receptive as most are to dialogue about programs and plans, Duke's system works extremely well. It provides advisors with the information they need to advise entering students, and a format in which to do their advising, which makes the job palatable to those who serve completely without compensation. It allows for close ties between advisors and the dean's staff: ties which not only permit quick answers to questions, but also offer the moral support and prestige for the advising corps often lacking when faculty and staff serve in a decentralized system. Though operating with an extremely small professional staff, it allows personal attention within 24 hours' time to the concerns of any student, and its integrated approach permits follow-up which ensures that few students will long be in difficulty before having help made available to them. In many respects, it is a system usually found only on much smaller campuses. The significance of its success at Duke is in demonstrating that a personalized system of advising is possible and workable on the larger campus -- and that such a system can materially increase faculty and student satisfaction with advising and contribute to sharply lowered attrition rates from the entering class.

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[1] Copies may be obtained by writing, on official letterhead, to the Trinity College Freshman Advising Center, 211 Old Chemistry Building, Duke University, Durham, N.C. 27706.

THE COLLEGIATE FELLOWS ADVISING PROGRAM AT GUSTAVUS ADOLPHUS COLLEGE

The position of Collegiate Fellow was a new one this year at Gustavus. It has been recognized that freshman students have difficulty in defining academic intentions, professional goals, and identifying with the College community. To assist freshmen in dealing with these problems, an academic advising program has been designed and implemented. At the heart of the program are two essential people: The Collegiate Fellow working in the residence hall; and the Faculty Advisor. These two individuals are to work with a small group of freshman students who will be living in the same living unit in a residence hall.

The Collegiate Fellow and the Faculty Advisor are responsible for assisting students in planning an academic program, providing information about career opportunities, assisting the student in including appropriate extra- and co-curricular activities which are supportive of the overall College program, and encouraging the development of educational/cultural activities for students within the living unit.

In addition to working with the Faculty Advisor in the academic advising of freshman students, the Collegiate Fellows also have responsibilities and duties to ALL the members of their floor or section, including being a counselor and personal confidant, being available to ALL students, hall environment, social/educational/cultural/recreational programming and activities, handling administrative details, working with behavior problems, et cetera.

More specifically, the duties and responsibilities of the Collegiate Fellows include, but are not limited to, the following:

1. Assisting students

   A. Be available for informal meetings with students at least two hours per night.
   B. Meet with the freshman group as needed and requested.
   C. Provide emergency assistance to students who are ill or injured.
   D. Be aware of academic achievement; know those who may be in academic difficulty and provide direction for the student to find help with the problem.
   E. Be a general source of information about both academic and extra- and co-curricular programs. Know where to find information if you do not have access to the information firsthand.
   F. Act as a role model of a successful Gustavus student.

2. Administrative Responsibilities

   A. Meet with Faculty Advisor at mutually agreed upon times.
   B. Meet with the Director of Academic Counseling at mutually agreed upon times.
   C. Attend regularly scheduled staff meetings and in-service training.
   D. Coordinate with the Student Housing Office:
      1. Opening and closing of the residence halls.
      2. Occupancy reports for Housing Office.
      3. Damage and repair reports for the Housing Office.
   E. Help establish a meaningful program of cultural-educational-social activities on the floor/section, and in the hall.

3. Maintaining an atmosphere that is conducive to self-discipline

   A. Set the best possible example for students by the Collegiate Fellow's own actions.
   B. Develop an educational program so students know and understand Gustavus' rules, regulations, policies, and procedures.
   C. Develop and initiate skills in peace keeping, mediation, and conciliation in cooperation with the Director of Peace Education.
   D. Deal with behavior problems on the floor/section.
   E. Refer more severe behavior problems to the Head Resident and/or the Director of Housing.

4. Prepare yourself with information and skills necessary to do the job

   A. Attend one week pre-school training workshop.
   B. Responsible for budgeting your own time so that job is carried out, study is done, plus time for recreation, et cetera.
   C. Realize your own abilities and limitations. When in doubt about policy or actions, confer with the person to whom you are responsible.

No attempt is being made here to list each and every duty and responsibility of a Collegiate Fellow. The individual Head Resident, the Director of Housing, the Director of Academic Counseling, and the Faculty Advisor may ask the Collegiate Fellow to do specific duties and accept further responsibilities with the expectation that these assignments would be carried out.

Collegiate Fellows have one of the toughest jobs on campus. The primary reason the Collegiate Fellows' positions are so challenging is that they must wear so many hats in fulfilling the requirements of the job. The Collegiate Fellow who is supposed to be a counselor and friend at one time, an academic advisor at another, and at another time they may have to impose constraints upon the individual, is in a difficult position. The student will often wonder what hat the Collegiate Fellow is wearing in a given situation. Sometimes, even the Collegiate Fellow cannot maintain a consistent picture of themselves without great effort. Nevertheless, students will make their personal judgments about the character of the Collegiate Fellow on the basis of what they know about their background, appearance, behavior, and other such clues as trustworthiness, interest in fellow students, and leadership. Thus, the effectiveness of the Collegiate Fellow depends greatly on how clear these clues about themselves are given and perceived by their fellow students.

The ultimate objective is for the Collegiate Fellows to establish their position as a counselor and friend. Although some of the responsibilities could be classified as institutional requirements, this certainly does not imply that they are incompatible with the students' interests, aspirations, and well being.

The Collegiate Fellows are staff members and representatives of the Office of Student Services. As such, they are expected to work toward the objectives of Gustavus residence hall and academic advising programs. To do so involves a good deal of energy, self-discipline, control, and understanding. Among the skills needed are; good judgment, knowledge of yourself and how you act under pressure, and understanding of the students you serve as well as the institution you are a part of, and the ability to not only understand your fellow students, but also to share that understanding with them. In short, ability to establish rapport.

One final word. Collegiate Fellows are selected on the basis of the qualification of the individual. Rarely, we hope, will the removal of the Collegiate Fellow be necessary. If Collegiate Fellows fail to do what is expected of them, they probably can be brought to understand what is expected before removal is mandatory. Periodic evaluations will be made and the results of these evaluations will be discussed with each Collegiate Fellow.

The new student advising program has been designed to accomplish the following objectives:

1. Provide an assessment of the students' academic potential, both strengths and weaknesses.
2. Bring to a level of awareness the students' expectations of their college experience and relate these expectations to the reality of the situation if necessary.
3. Provide an opportunity for students to form relationships with faculty and student advisors.

On the basis of residence hall assignment, each student will be assigned to a faculty-student advising team. The advising team is the new student's contact with the institution. Groups will consist of 10-15 students. Advising will be done by a faculty-student advising team with authority for leadership of the group to be shared equally.

A meeting will be held at the faculty advisor's home. This is an informal recreational meeting with food provided through the Gustavus food service. It is recommended that the collegiate fellow set up a group meeting during the first week of school and invite the advisor to the meeting which should be held in the residence hall.

Other group meetings should be scheduled at critical times during the first year; after midterm grades are out, before final exams, and during pre-registration for January term and the spring semester.

This is a new approach to advising especially having faculty advising students who may or may not be majoring in the advisor's academic field. Because of the nature of the program, students are discouraged from changing advising groups. When a student is ready to select a discipline in depth, he will be referred to an appropriate major advisor. Students should feel free to seek out advice from any faculty member during the freshman year. Permanent assignments to new advisors will not be made until the sophomore year. Freshman advisors may retain their students as advisees by mutual consent.

STATEMENT OF PURPOSE

Academic advising is an essential part of the educational services of a college. Whether this is conceived of as an educational service or not will determine its quality. Academic advising offered as an educational service can interpret, enhance, and enrich the educational program of the college. Academic advising in the best sense is individualized teaching.

The faculty and student advisor especially may:

1. Help the individual student define and develop realistic goals in keeping with his abilities and interests.
2. Help the student understand the nature and purpose of a liberal arts education through an interpretation of all the requirements for graduation.
3. Help the student recognize the relevance of a particular course in developing either the breadth of understanding and appreciation for scholarship in the various disciplines

in the college or in acquiring the facility for the depth of rigorous study necessary in his own major field.

4. Help the student in academic difficulty recognize possible causes of his difficulty. Suggest alternative courses of action.
5. Discuss with the student his or her graduate and professional plans. Acquaint the student with scholarship and fellowship opportunities.
6. Discuss with the student his or her graduate and professional plans. Acquaint the student with scholarship and fellowship opportunities.
7. Refer the student to the appropriate college office when such a need is indicated directly or indirectly.

One of the principal functions of the faculty-student advising team is to assist each student to plan a program which will be in keeping with his or her abilities and interests and be appropriate to each student's educational objectives.

For the advisors, the abilities and needs of the individual student should be of primary concern. Any program planning should reflect the recognition of individual differences. Planned programs are suggested in the catalog. The advisors will use good judgment in the evaluation and assessment of the student's ability, and in the planning of a program which realistically takes into account these differences.

From its inception our Advising program hopes to provide an "added dimension" to teaching. Advisors need to take special interest in both the academic and the personal welfare of the advisees and to be willing to put forth additional efforts in student advisement beyond that demanded by the normal classroom and personal contacts with students.

Academic advisement is more than perfunctory "card signing."

It is a relationship which encourages the development of interpersonal relationships between a faculty member collegiate fellow and student advisees. In some cases this may result in many hours of conversation and informal advising each year; in other instances there might be little contact beyond the strict academic advisement.

It is apparently important that students have numerous opportunities for getting acquainted with various faculty members. A wide variety of these contacts will make it possible for many of our students to identify with and have a meaningful interaction with some respected adult. No one is naive enough to believe that the advisor assignment made in the freshman year will cement such a relationship. If the faculty advisor is open, warm, and personal to his advisees, however, they will probably feel free to respond to him.

Experience at colleges that encourage invitations to faculty homes indicates that students greatly appreciate these opportunities. Not only is such a gesture a "taste of home" for adolescents who may have a touch of homesickness, but it is a chance for the student to be an adult; the relationship is host-guest, not teacher-student or superior-subordinate. Bringing students into faculty homes for a first occasion very soon after they arrive, preferably during the orientation period, is especially effective.

The advising program is properly conceived as an important part of an ongoing orientation program for our freshmen. Much of this orientation is most effective if it is informal, developing as a result of the student's reaching out to find answers, counsel, aid, and friends. Beyond this, most advisors will find that some nudging or structure is helpful. Some advisors might meet the groups as a whole; others meet in smaller groups or schedule individual appointments. Meeting students in their own environment always is effective; some advisors schedule discussions in residence hall lounges. Many students who have had the experience report their pleasure when faculty advisors call on them at their residence hall rooms, rather than issue a summons to come to their offices. For time, geographic, and heterosexual reasons, such residence hall visits are not always possible. If the advisor is reticent to visit the dorms, or if he feels that the advisee should "take the first steps," then such residence hall visits are probably unwise.

The basic elements of an academic advising program are:

1. Accurate information about academic possibilities, campus programs and resource people.
2. An individualized, trusting relationship between the advisor and advisee.
3. An open-minded approach to academic options reflects a recognition that the social, cultural and academic spheres are interrelated.
4. The advising program seeks to encourage and foster intellectual curiosity and growth, but ultimately decisions are the choice and responsibility of the advisee.

SUMMARILY

Our purpose is the good of the person. "We hope through working towards this goal to strengthen the Community."

HAMLINE UNIVERSITY ADVISING PROGRAM

Kenneth L. Janzen

There are two advising programs at Hamline: The Mentor Program for freshmen and the regular advising program for sophmores, juniors and seniors.

FRESHMAN MENTOR PROGRAM

The Mentor Program calls for selection of about 25 faculty members (roughly one for every 10-12 freshmen) who function as Freshman Mentors. Mentors serve in a traditional "advising" capacity, but also have explicit responsibility for systematically introducing freshmen to the values and goals of liberal education and to the educational programs and opportunities at Hamline University.

Mentors register their students at designated times during the summer and conduct conferences and group meetings during the freshman year.

Students are not assigned to Mentor Groups according to their projected major; groups are interdisciplinary.

At the end of the freshman year, freshmen seek advisors in areas associated with a likely major, although it is not necessary to chose a "major" advisor until the student declares a major at the end of the sophomore year (see "Major, declaring a").

REGULAR ADVISING PROGRAM

This program accommodates sophomores, juniors, and seniors. Special students not seeking a degree or a recommendation for teacher certification are not required to have an advisor to register, although they may have a formal advisor if they wish. New transfer students are initially assigned to a faculty advisor by the Dean's

Office according to their tentative major or expressed interest. In some cases, sophomores expressing interest in departments with exceptionally high upperclass advising loads will be initially assigned to faculty in departments with fewer advisees.

OUTLINE OF THE PROGRAM

The Hamline University Mentor Program was created to improve the quality of advising for Hamline's freshmen. In Greek Mythology, Mentor was the trusted counselor, teacher, and guide for Odysseus. At Hamline, twenty-five faculty members with special concern for freshman advising agreed to become mentors for new freshmen. All freshmen are involved in the program.

Each "Mentor Group" has a faculty Mentor, one or two upperclass Student Associates, and about thirteen freshmen.

The groups are interdisciplinary with students selected for each group at random; assignment to a group is determined according to which Mentor a freshman registered with during one of several registration sessions.

Advising takes place throughout the year in both one-to-one and group sessions.

All Mentors participate in an extensive training program aimed at improving their advising and counseling skills.

RATIONALE AND DESCRIPTION

Mentorship is intended to supplant advisorship for freshmen. While Mentors serve in a traditional "advising" capacity, they also have explicit responsibility for systematically introducing freshmen to the values and goals of liberal education and to the varied educational opportunities of Hamline University. In addition, the Mentor Program functions to assist each freshman in the formulation of personal, educational and career goals, as well as with the development of a tentative plan for achieving them.

It is intended that each Mentor Group become an organizational context by which identification with Hamline and its goals can occur. Mentors can become role models to students, enhancing the potential for impact - for making a difference - which most personalized settings have been found to have. To the extent that the program generates interpersonal action and discussion, it has the effect of introducing students with similar ideas and values to one another and builds important peer support mechanisms.

The format is intended to also promote an honest relationship with students which communicates mutual interest and respect. Mentorship implies an association which reflects understanding, caring, and openness among students and the mentor. It recognizes that intellectual growth is often constrained in the absence of support for emotional growth. The real business of Hamline - learning - can be enhanced by the Mentor Program to the extent that it better channels students' energies and relieves some of the pressures and anxieties that distract from the learning process.

The Mentor does not function as a pal, apron-string, surrogate parent, or "shrink." Rather, the mentor is a teacher in the real sense of that word. It means being aware of students as individuals, guiding them, helping them comprehend what they are about at Hamline, and helping them understand why a liberal education may have significance for their lives. The Mentor has responsibility for assisting each freshman in the tentative formulation of a coherent, responsible learning plan.

Obviously, no Mentor can be all things to all students. Each can only act according to his or her own unique personal style. But all Mentors should be available and open, discerning and critical, probing, challenging, and above all, caring. This is the essence of a good teacher and mentor.

GOALS OF THE PROGRAM

As a result of the program each freshman should have a:

1. Heightened sense of college community.
    - A. Through participation in a series of common educational experiences for freshmen.
    - B. Through sharing ideas and concerns with peers and with faculty within a small group setting over a relatively long period of time.

2. Heightened understanding of the goals and purposes of liberal education, including its significance for students' personal lives.
    - A. Through reading a book or essay which deals with the meaning of liberal education.
    - B. Through a mentor group meeting which explores the meaning of liberal education.

3. Freshman year program of studies which reflects breadth.
    - A. By avoiding close identification with a major, such that major courses constitute most of the work done in the freshman year.
    - B. By more explicit guidelines in this regard during summer registration.

4. Broad and accurate understanding of Hamline's various programs, curriculum options, and services.
    - A. Through group sessions during New Student Days and during the academic year.
    - B. Through individual conferences with mentors when goals, problems, or learning plans are discussed.

5. Heightened conceptualization of personal goals -- both educational and career.
    A. Through individual and group sessions with mentors.

6. Tentative plan for achieving the above goals.
    A. Through individual and group sessions with mentors.

7. Relatively close acquaintance with at least one faculty member (potentially the mentor could be this person).
    A. Through periodically-scheduled meetings throughout the year which promote a relationship which is natural and regular, and which affords students the opportunity to talk with a faculty member about more than a narrowly-prescribed range of academically-related topics.

COMMON MENTOR ACTIVITIES

These activities to be common to all Mentor groups, with groups having the option of doing additional activity if desired.

SUMMER REGISTRATION

Freshmen register in small groups with a Mentor during a half-day registration session conducted in June or August prior to fall term. This forms the nucleus for the Mentor Group.

SUMMER READING

All freshmen sent an essay intended to stimulate thinking about the meaning of being liberally educated. In addition, freshmen will be sent a copy of Ibsen's play Enemy of the People. Mentor groups will see the play at the Guthrie Theatre during New Student Days.

NEW STUDENT DAYS

Getting acquainted and oriented to college. Review of fall registration. Discussion of issues related to liberal education -- i.e., introduction to the concept of a liberal arts college. (group meeting)

OTHER ACTIVITIES

Continuation of discussion on liberal education. (group meeting)

Discussion of personal goals and how resources of Hamline University might facilitate them. "What do you want to get out of College?" (group meeting)

Review of student's progress and reactions to college. Discussion of satisfactions and disappointments, accomplishments and problems. Referrals, if appropriate ; (one-to-one student-mentor session)

In depth discussion of Hamline curriculum, including explanation of the flexible curriculum option, independent study, internships, competence-based degree. Examples and "how to do it (group meeting)

Preparation of students' plans and registration for sophomore year. (one-to-one student mentor session conducted in late April)

Discussion of students' reactions to college -- what stands out in their minds about how the faculty has encouraged their learning, and how peers have done so. Such a discussion has three purposes:

1. It will encourage students to make some sense out of of their experience thus far (clarification through attempted articulation).
2. Through sharing, peer support mechanisms are built.

3. Mentors receive valuable feedback on how students view Hamline (group meeting possibly held at end of school year).

ACADEMIC ADVISING
LINCOLN LAND COMMUNITY COLLEGE
SPRINGFIELD, ILLINOIS

James C. Forstall
Vice President
Student Services

Kevin T. Staley
Counselor

THE ADVISING SYSTEM

Academic advisement is primarily concerned with assisting students through the giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress and other such areas of concern to students. Advisement is closely tied to counseling, which is chiefly a professional service to students in clarifying basic values, attitudes, interests and abilities; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for resolving more intensive and deep seated personal problems.

At Lincoln Land Community College both counselors and teaching faculty participate in student advisement. Students are not formally assigned to either a faculty advisor or a counselor but are strongly encouraged to seek advisement from either their counselor or a faculty member. Faculty activities would include:

1. Educational planning (course selection).
2. Initiating drops and adds.
3. Assisting students to meet graduation requirements.
4. Providing vocational information.
5. Providing information on transfer requirements.

Counselors and faculty advisors are both seen as valuable contributors to the process of student advisement. Both have information and experience which can be shared with students as the latter moves toward the decisions which will effect their education, their careers and their lives. Thus a relationship exists among student, counselor, and advisor which makes available to the student a maximum number of resources.

Records are available to each advisor for those students being advised by him/her. Student records could include any or all of the following:

1. Pertinent test scores, i.e., A.C.T. - C.P.P.
2. Evaluation of college transcripts.
3. Graduation progress form.
4. Advisor comment sheets.
5. Application materials.

ADVISING PROCEDURES

Each student who matriculates at Lincoln Land Community College is encouraged to have an educational planning interview with a counselor. During this interview, the student and counselor review the student's high school record, ACT test results, other educational experiences, his/her interests, aptitudes, and goals. Together they will attempt to choose an appropriate course of study for the first semester, plus a long-term educational and vocational goal.

After this initial interview, a student may seek the advice of a faculty advisor, a counselor or both for assistance in future course selection and in reaching vocational goals.

The student should make an appointment with his/her advisor before the close of the designated "pre-registration period" each semester. Students who do not see their advisor or who register late may find many sections and classes closed. Many students follow a planned sequence of courses, but others need advice on courses each semester.

The faculty advisor and counselor work together for the student's welfare.

STUDENT

ADVISOR COUNSELOR

We cannot overemphasize the importance of the advisor to the proper placement of each student in the educational process.

Each individual student will present his/her own particular situation, and none will fit into any one outline. However, the advisement interview has some general steps which one usually must include.

Most advisors will be working with at least five types of students:

1. The newly admitted freshman or transfer student.
2. The readmitted student who has been out of school for a period of time and the various factors, such as suspension, which affect his/her withdrawal from school.
3. The student who is now in school and may, or may not, be in good academic standing here.
4. The person who is not yet admitted as a student but is in need of information prior to, and during the application procedure. This person may, or may not, have been in college elsewhere and may not have finished high school.

5. The student who is in school now but needs information concerning graduation, transferring, and/or employment. All of these student types will have many variations.

The following outline suggests one way of proceeding with advisement once the advisor has determined the status of the individual. The following outline is a suggested procedure that might be used with a student who has been accepted or is now a student.

1. Check the student's folder for information and records. Since all records may not be complete, ask the student how many semesters he/she has been in school and if he/she has ever attended another college. Thus, the advisor can tell if grades or evaluations are missing. Due to differences in numbering and titles of courses at various schools, repetition of courses must be guarded against. Occasionally, a student may try to exclude records of poor grades from his/her initial application to Lincoln Land College. He/she should be informed that this could cause dismissal from this or another school if detected after the fact. Financial aids are sometimes lost this way also. He/she should make arrangements to have a delinquent transcript forwarded.

Check the evaluation of credits transferred to LLCC to see what was accepted, and what was accepted toward graduation, as they are not necessarily the same. If the evaluation is not in the folder, check with the Admissions and Records Office, ext. 297.

The ACT and other testing results and interpretations would then be covered. When high school rank and grades are compared with test scores, the advisor will have a fair picture of the student's possible abilities and interests. The size and type of high school should also be taken into consideration. This information is available on the ACT Student Profile Report.

In Illinois, a person 19 or older may attend college even if he/she did not finish high school or take the G.E.D. However, certain departments, such as nursing, will not accept the student because he/she would not be eligible to take the State Boards. Also, if a student is planning to transfer to a senior institution, he/she must have completed high school or have taken the G.E.D. test. (not true for all senior institutions.)

Some record of the interview should be kept in the student's folder. The date of interview, time and general or specific (whichever seems advisable in each case) content of meeting should be noted. This can be a valuable aid to an advisor with large caseloads and in times when an advisor is ill, absent, or student changes advisors for one reason or another.

2. Ascertain whether or not the student has chosen a curriculum. If a student seems undecided about his/her choice of curriculum, refer him/her to a counselor.
3. Discuss the student's vocational goal or direction at this point in time, and discuss the realism of his/her choice. Usually the student will declare a field of interest; however, if he/she lacks definite direction, he/she should be exposed to various possibilities. Sometimes students are unaware of many new fields and variations of each field in which they might specialize.

4. Discuss outside commitments and demands on time such as family, illness, work, and perhaps a simultaneous course load being taken at another school.
5. Does the student plan to graduate from LLCC and/or transfer? Which is best suited to his/her needs? This will make a great deal of difference in course load and content for each semester. For example, any classes here, such as COM 099, that are below 100 in number will not transfer. Also, perhaps some courses required here for graduation would not be necessary to transfer to some schools. Counselors can help with specific situations. The advisor should note that the outlines of transfer programs in the catalog are only suggested outlines and the general graduation requirements together with transfer requirements should be a better predictor of student's final program.
6. To which school does the student wish to transfer and what are its requirements? Check the section on College Transfer Information and also consult with a counselor when necessary.
7. Is financial aid needed? Inform the student where he/she may obtain this information. If a student has any physical or mental handicap which would qualify him/her for aid for school and medical help, refer him/her to the counseling office. If you are unsure that he/she would qualify, also refer him/her.

8. There may be times when consulting with the school nurse would be helpful in advising a student.
9. The community resources available are many. A counselor should be called on here for referral help. When a student indicated some need, generally the counselor will be aware of a community resource to aid him/her and have knowledge of contact procedures. Here again, the counselor can play the generalist and be of assistance in information giving and carrying through on "extra curricular" referrals and problems.
10. Due to the fact that most of the advising techniques and information have not heretofore been written down or gathered together, communication between advisor and counselor would be helpful. It is the responsibility of both the counselor and faculty advisor to be of service to the student.

TESTING AND STUDENT ADVISEMENT

Another aspect of student advisement in educational and vocational planning is making effective use of test information. The following material is intended to be general in nature as each curriculum area uses test data in a manner that meets its own needs. However, the underlying philosophy of testing at LLCC is that the test or inventory is not an end in itself but a means for providing information that can facilitate meaningful decision making.

The major areas of testing at LLCC relative to student advisement are:

1. The Career Planning Program (CPP).
2. ACT--American College Testing.

3. Interest inventories.
4. Values Surveys
5. Specific Individual Tests Recommended by Counselors.

THE CAREER PLANNING PROGRAM (CPP)

The Career Planning Program is unique. It helps students identify their own abilities, interests and experiences and relate them directly to the world of work. It encourages and equips students to take an active role in their own career planning and decision making.

The CPP assessment instrument consists of the following:

1. Six Ability Measures
    - A. Mechanical reasoning
    - B. Numerical skills
    - C. Space relations
    - D. Reading usage
    - E. Language usage
    - F. Clerical skills
2. Vocational Interest Profile and Experience Scales with Eight Career Clusters
    - A. Business sales and management
    - B. Business operations
    - C. Trades, crafts, and industries
    - D. Technologies
    - E. Natural and social science
    - F. Health services/sciences
    - G. Creative and applied arts
    - H. Social and personal services
3. English and Math Placement Ability Measures

The CPP is administered at LLCC on a bi-monthly basis.

3.103

MIAMI UNIVERSITY'S CHIEF DEPARTMENTAL ADVISORS: A DECENTRALIZED SUPPORT SYSTEM FOR ACADEMIC ADVISING BY FACULTY

Derrell Hart
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Miami University
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DESCRIPTION OF THE INSTITUTION

Miami University, a state supported institution located in Oxford, Ohio, is a primarily residential university with a liberal arts based curriculum. Approximately one half of the 13,500 undergraduate students are enrolled in the College of Arts and Science. The other academic divisions are comprised of the Schools of Education and Allied Professions, Business, Fine Arts, Applied Science, and the interdisciplinary Western College. All undergraduate students are required to complete a curriculum consisting of courses in humanities, social science, natural science, and English composition and literature, in addition to requirements designated by the divisions and the academic department of major.

The academic advising program is a responsibility of the faculty in the individual academic departments. One basic aspect of the mission of Miami University is to foster personalized contact between students and faculty. A primary avenue for the achievement of this goal is its faculty based advising program. Further, it is believed that the faculty are the most qualified to handle the responsibility of advising in academic and career related matters, and most faculty perceive academic advising to be a professional and personal responsibility. The departmental advising program is supported and assisted by the divisional dean's office. Within each academic division there is an assistant dean who takes responsibility for the general coordination of the deparrmental advising programs.

HISTORICAL PERSPECTIVE ON ADVISING CONCERNS

As with many other universities, Miami University had a history of problems, complaints, and issues associated with its faculty advising system. Students complained that faculty advisors were not familiar with the procedures, programs, and requirements of the university. In addition, faculty often could not be contacted, or were uninterested in their advising responsibilities. Faculty, in turn, complained about the difficulties in achieving very personal or professional counseling relationships with the large number of advisees assigned to them. In addition, students failed to consult advisors at scheduled times. Advising duties would become "bunched" at the time of preregistration or change of program which resulted in errors, delays, and wasted time.

In 1971, the President of Miami University, in response to these growing complaints about the academic advising program, appointed a task force for the purpose of evaluating and making recommendations for improving the total advising system of the university. In his charge to the committee, the President indicated that, while some changes were possible and financially feasible, major new monies would not be available in the foreseeable future for expenditure on the academic advising program.

The task force, after a lengthy review of the advising function, agreed that problems did exist. The growth of the institution combined with a general lack of administrative sensitivity to the advising problems created by the growth was the major cause. Many rapid changes occurred throughout the university. Additional faculty members were added, some of whom were more deeply involved in graduate rather than undergraduate programs. For the most part, these faculty members had neither the time nor the desire to maintain a personal student-faculty relationship in the area of undergraduate advising. Other changes included modifications in the curriculum and graduate requirements with the result that many advisors had difficulty in assimilating, interpretating, and communicating these changes for the purposes of advising. Over the years there was an increasing desire on the part of the student for more independence and a rejection of inflexible institutional procedures. This was apparent in all aspects of university life and academic advising was not an exception.

The task force concluded that since there was no panacea or "one best system" of academic advising, it would concentrate its recommendations for improvement on what it termed "many small but significant steps aimed at various levels of student contact throughout the entire advising system." It also recommended that increased institutional commitment and fiscal support were necessary to improve the quality and extent of advising throughout the university.

In response to the task force's recommendations, several actions were taken to reduce the clerical and informational responsibilities expected of the departmental faculty advisor. Specifically, steps were taken to reduce both the record keeping and advising with regard to the requirements at both the university and divisional levels. In other words, the faculty advisor would be expected to focus more fully on departmental requirements and career advising as opposed to the university and divisional requirements. In the large academic divisions "Records Analysts" were hired to maintain divisional academic files and to conduct graduation checks. Resource personnel were designated within each divisional dean's office to provide support services and information to departmental advisors and to assist individual students with special problems. Particular attention was given in the divisional offices toward developing academic checklists for use by advisors. Orientation and training programs also were developed for new advisors.

THE ESTABLISHMENT OF THE CHIEF DEPARTMENTAL ADVISOR SYSTEM

When the actions outlined above were taken to improve the support services for both the department and the faculty advisor, special attention could then be given to improving the advising program within the academic department. One major problem at this level was that there was no one specifically responsible for academic advising, other than the departmental chairperson. In competition with the various "administrative" responsibilities of the chairperson, academic advising tended to receive a rather low priority. This low status of advising resulted in the neglect of communication of information to the faculty advisors. Consequently, advising became understandably a low priority for faculty. Furthermore, adequate sources of advising information and of referral within the department were not readily available. Special problems could not be easily referred to a knowledgeable person, and the general coordination and liaison of academic advising activities were, more often than not, done in a haphazard manner.

In addressing these problems, each academic departmental chairperson was asked to designate a Chief Departmental Advisor (CDA) to be responsible for coordinating the advising program within the department. Specifically, the Chief Departmental Advisor, serving as a resident expert, was charged with providing direction, information, and organization to the departmental advising program, and to be a liaison and source of referral for faculty and other university staff, both internal and external to the department, in respect to departmental advising policies and procedures. It should be noted that the CDA system was not designed to relieve the departmental faculty advisors of their responsibilities for advising and assisting individual students with career and academic advising matters.

CURRENT STATUS OF THE CDA SYSTEM

Since its establishment and implementation in 1972, the CDA system has become "institutionalized" to the extent that the identity of each Chief Departmental Advisor is well known throughout the university and that the CDA acronym is accepted by all. In addition, the CDA system is utilized. Faculty and students consult the CDA regarding advising questions and consider the CDA a source of current information concerning regulations, policies, etc. The deans and the provost periodically consult with the CDA's regarding concerns related to advising and the "fine-tuning" of the system.

Among the various academic departments the rewards and status associated with the position of CDA, however, are not uniform. In some departments the CDA may have a salary "add-on" or "release time" in the form of a lighter teaching load. On the other hand, other departments view the responsibilities and function of the CDA as an addition to the regular work load, as in the case of extra committee service.

It should also be noted that CDA service is not formally recognized as a criterion for promotion and tenure. However, a recent study of this matter by the provost's office indicated that these persons have competed favorably for both promotion and tenure. Also, the responsibilities of the CDA office is generally associated with senior faculty. In several departments the assistant chairperson serves as CDA. Although some CDA's hold the rank of instructor, all 23 CDA's in the College of Arts and Science, for example, hold the rank of associate or full professor. Those appointed are well respected within the department as well as in the university as a whole.

IMPACT OF THE CDA SYSTEM ON THE TOTAL ACADEMIC ADVISING PROGRAM

The CDA system should be viewed within the overall academic advising program which consists of residence hall based advising for freshmen, an advisor for freshman commuters, departmental faculty advisors, CDA's, and advisors in the divisional deans' offices. Within these various "levels" of advising, the designation of a Chief Departmental Advisor for each academic department has, nevertheless, significantly affected the advising program. Some of the accrued benefits are listed below:

1. The CDA functions as an intermediary between students and other faculty advisors, as well as a liaison for the divisional offices and other academic departments. As such, the CDA facilitates the flow of information.
2. There is one faculty member in each department who is responsible for knowing academic advising information who is available to faculty colleagues, other CDA's, residence hall advisors, students, etc. for consultation.
3. The CDA has the specific responsibility of assuring a coordinated and smoothly running advising program.
4. The CDA, serving as an accurate source of information, automatically reduces the number of contacts needed to

learn current and reliable information.

5. The CDA naturally becomes more aware of departmental needs and becomes a valuable resource person for departmental curriculum planning, course scheduling, and program development.
6. The CDA potentially develops a panoramic view of advising within and beyond the department and becomes more aware of the complexity of advising problems in the university.
7. The CDA advising system has been stabilized to the extent that it is sensitive to problems and can respond in a coordinated effort within or beyond an individual department.
8. As a result of the CDA system a department has the freedom and flexibility to develop an advising program that best suits its needs. While the basic framework exists for all departments, there is autonomy allowing for individual differences.
9. Through the CDA system there has been an increased awareness of and interest in advising as a departmental function.
10. Since its inception, numbers of complaints on the part of faculty and students have declined substantially.

Certainly the CDA system, like most other advising systems, is not without its shortcomings and issues which require attention. Experience has shown the following problem areas:

1. For the most part, the system depends on good will, a cooperative spirit, and the sense of responsibility of the CDA. At the university policy level there is no additional compensation or "reward" that is part of

the program. While in some departments, however, compensation such as a reduced teaching load, is offered, the issue of offering adequate incentives and rewards for academic advising efforts remains a concern.

2. The quality of the advising program varies across the campus. The divisional offices are dependent upon the interest and motivation of individual departments and their appointed CDA's. No university or divisional criteria exists for the selection of CDA's, nor are there are general procedures for evaluation of performance.
3. There is a natural tendency on the part of the students to view the CDA as more qualified than their own faculty advisors, and, as a result, they turn to the CDA for assistance. This results in an increased work load for the CDA.
4. The faculty in turn may come to view the CDA as "the advisor" of the department. This can result in diminished faculty advising initiative, a reluctance to keep "current" with academic regulations and, in general, disinterest in advising responsibilities. The CDA must often work to keep responsibilities appropriate to the coordination and liaison role and not to become the personal advisor of all students by default.
5. The CDA is likely to be involved in an ever-increasing amount of paper work since all communications, petitions, announcements, etc. are sent initially to the CDA.

CONCLUSION

It cannot be said that Miami University has solved all its academic advising problems. However, it has taken steps to guarantee attention to academic advising responsibilities within each academic department and within the university as a whole. From an overall perspective, the Chief Departmental Advisor system can be judged a success. There has been stability among the CDA representatives, indicating that those holding this position have generally assumed the responsibilities willingly and have not grown disenchanted. The CDA's are called upon often to answer difficult questions and are valued and appreciated by both students and faculty. Advisors are able to go about their advising responsibilities with more confidence, success, and with less frustration. Similarly, administrators throughout the university, knowledgeable of the problems caused by poor advising, have come to encourage recognition and rewards (although they may be intangible) for CDA's who perform their advising coordination responsibilities competently and enthusiastically.

Most importantly, advising at Miami University is much improved. Student needs are being served, there is effective communication and coordination among the various components of the advising program, and a group of senior faculty members are _directly_ involved in and committed to a quality advising program.

ADVISING FRESHMEN IN RESIDENCE HALLS: A CASE STUDY

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The academic advising system at Miami University is a decentralized but highly coordinated program occurring at multiple levels. At the freshman level the program integrates academic advising with the student life program to include residence life, orientation to university activities, program, and services, as well as the personal and social development of students. The freshman based residence advising program, therefore, is a recognition on the part of the university of the need to place special emphasis on the students' first year in college. It need not be stressed that entering college is a time of difficult personal adjustment as well as academic adjustment. Freshmen students enter the university unfamiliar with academic requirements, university regulations and the programs and services that are available. Decisions as to major area of study often have not been made, or, if they have been made, may not be based on a full knowledge of personal interests, or capabilities or a realization of the range of opportunities available.

BACKGROUND

The current freshman advising system at Miami University is a result of an historical "accident" combined with a farsighted decision by the president of the university to focus special attention on the freshman year. In 1929, Miami University acquired the former Oxford College for Women which contained a number of resident spaces. Prior to this time, most of the freshmen students were housed in town with little help or supervision. The president, believing that discouragement and failure sent home far too many students during their first semester, then had the opportunity and flexibility to develop a model program. The residence plan, modeled in part after the one used in British colleges, consisted of assigning all entering freshmen to a residence hall staffed by faculty who were resident advisors. These advisors were responsible for supervising the academic, personal, and social life of the new student. The live-in faculty were called freshman advisors.

The program prospered. As enrollment increased and the university expanded, it became increasingly more difficult to staff each of the freshman residence halls with a faculty advisor. Student affairs specialists gradually assumed responsibility for the out-of-class activities of students and the freshman advising program as well. The basic concepts of the freshman advisor program, i.e., integrating the academic, personal, and social life of the freshman, continued to be considered sound and remained essentially unchanged. At present, all 3,300 entering freshmen, except those who commute from the home of their parents, are required to live in 14 freshman residence halls and are advised academically as well as socially and personally by a full-time freshman resident advisor. A commuter advisor is assigned for those students who do not live in residence halls.

The current program provides a freshman advisor living in the residence hall who is available at all times. Informal contacts and conferences are common, contributing to opportunities for establishing friendly rapport between the advisor and advisees. The academic advising function encourages a situation where the freshman advisors are seen as resource persons capable of assisting students with their personal, career, and academic needs. In addition, they are knowledgeable sources of referral to divisional advising offices, to chief advisors within the academic departments, and to numerous other services available to assist students.

The program, however, has not been without questions and challenges. In 1972, an academic priorities task force charged to investigate all programs for purposes of improved efficiency and cost cutting challenged the freshman advisor program. It recommended that the "present policy and practive for freshman advising be revised, shifting all academic advising responsibility to professional advisors within each academic division."

In replying to this recommendation in July, 1973, the president cited several reports and studies of the level of effectiveness of the academic advising program, in general, and the freshman program specifically. He concluded that "given the universal nature of the academic advising problem in higher education and the financial resources available for increased attention to this problem, that attention should be devoted to strengthening the present program rather than making major shifts in assignment of responsibilities," as recommended by the task force. He followed this statement with several specific directives for improving communication and coordination between academic departments and freshman advisors, improving record keeping, and directing more departmental attention to freshmen as a supplement to the freshman advising program.

OVERVIEW

The Miami University system for advising students academically provides that entering freshmen students attend a summer orientation and registration program at which faculty members from each of the academic divisions advise and register incoming students. Those unable to attend one of the summer sessions are registered by representatives of the academic divisions immediately preceding the opening of classes. After completing their initial registration, students become the responsibility of the freshman advisor in the residence hall or the commuter advisor. Freshman advisors are responsible for continuing the academic orientation, transmitting advising and registration information, and discussing any changes of academic program that the student is considering. Individual interviews prior to course registration for the following spring semester are scheduled somewhat later in the term.

In the spring, all students preregister for the coming academic year. Prior to this, the freshman student's advising record is transferred to the academic division and academic advising becomes the responsibility of the individual departments and divisions. Thus, sophomores, juniors, and seniors receive their academic advising from the faculty in each academic department supported by the divisional advising offices.

THE FRESHMAN RESIDENT ADVISOR

The freshman advisor, as the academic advisor to the freshman student, must have earned at least a master's degree, preferably in counseling or student personnel services. Most freshman advisors have previous supervisory or teaching experience. Every effort is made to select advisors who possess the interpersonal skills necessary to relate easily to students, the ability to provide leadership and challenge to students in meeting their educational responsibility, as well as the ability to supervise the work of a graduate assistant and undergraduate student staff.

Perhaps the most desirable aspect of the residence based advising system is that the freshman advisors see academic advising as a central responsibility. They devote special attention to learning the mechanics of registration as well as the academic regulations of the university and its separate academic divisions. As a result of their specialized interest in academic advising, they respond well to special requests for information and assistance from departments or offices elsewhere in the university. They are able to recognize and react quickly to any problems that arise affecting the freshman class. Given the nature of the university and the multiple goals and demands placed on faculty, the simple fact that the freshman advisors very much want to do a good job of academic advising is a real asset and should not be minimized.

The freshman advisor provides the orientation to the university, explains the general requirements, helps the students adapt to the system of course registration, and, in essence, provides the general information to the freshman class. With basic academic orientation essentially taken care of early in the student's career, faculty advisors and students can begin to work immediately on the specifics related to the student's chosen major and career. The department and individual faculty advisors are thus relieved of the responsibility or need, for example, to explain the concept of a "requirement" and to answer rather basic questions. Also, given the number of freshmen students who are undecided or who change their majors during the first year, often a generally trained counselor is preferable to a specialized faculty advisor. Faculty time is reserved for students who are more certain in their goals.

Another advantage to the residence based freshman advising system is the availability of the advisor to the student, especially in the evening hours. Since it is not necessary to make an appointment or wait for "office hours," student questions can usually be addressed at the time they occur. Many freshmen may be reluctant to visit a faculty member and their freshman advisor can serve as a bridge to individual academic departments, faculty members, and support services available to students.

The unique advantage of this system is the ease of direct contact and communication. Since the advisors live with the students, they are able to initiate contacts with them easily and it is not necessary to rely on individual initiative or mail service to communicate essential information. Information sessions or training programs can be scheduled at times and places convenient to groups of students. Special help or counseling sessions can be scheduled to meet needs that arise periodically. Students having academic difficulty can be counseled individually and referred to support services. They may be encouraged to take part in the help sessions or programs that are available in the residence hall.

INHERENT PROBLEMS

Besides the benefits of the residence based freshman advising system, there still remain some inherent problems. The necessary coordination between academic divisions, faculty, advisors, and freshman advisors is fairly complex and time consuming. The freshman advising system is also unique in that it is the responsibility of the student affairs division. As a consequence, it is not well understood by faculty allowing for misconceptions and misunderstandings. There is a tendency to automatically attribute "advising errors" to the freshman advising program and to assume that these errors would disappear if faculty, or someone else, were responsible for freshman advising.

An additional problem relates to the experience and training of the residence hall advisor. The time commitment to educate and orient new staff members to the academic requirements of the institution is extensive. Further, many student questions and concerns are likely to occur early in the year when new staff members are least prepared to be of assistance.

The advisor lacks the depth of knowledge of requirements acquired by long experience and day-to-day discussions within an academic department. It is relatively easy to advise on specific requirements of the university, the divisions, and sometimes the departments, however, the freshman advisor may be unable to respond to more technical problems or to explain the history, rationale, or relevancy of certain requirements. This is frustrating to some students and advisors, and makes referrals necessary.

The freshman advisor position is an entry level professional position. The ideal staff member is planning to advance through promotion, moving to another institution, or more training. In addition, the nature of residence hall responsibilities is intense and demanding. As a result, turnover is naturally high.

SUMMARY

Inherent difficulties aside, the present success of the freshman residence hall based advising program at Miami University is a result of many factors. The original belief that the freshman year deserves special attention has been maintained through the separation of housing facilities between upperclassmen and freshmen. In this way a program designed exclusively for freshmen can take into account their special needs. The longevity of the program has provided stability and the necessary opportunities to constantly evaluate and improve all aspects. From a more practical point of view the incorporation of academic advising responsibilities into the freshman residence hall program is economically sound for the university as well as an efficient utilization of personnel and talent.

Perhaps the most important factor is the recognition of the benefits derived by the individual student. The program provides a readily available and approachable advisor whose sole responsibility is the freshman student. The advisor has an opportunity to create a one-to-one relationship which is based on a sincere interest in the student as a total person. As such, academic advising becomes personalized with optimal benefits: problems can be anticipated before they become serious, the integration of the student into university life is smooth, and the student knows there is someone available who is willing to listen.

As a result of growing enrollments and physical expansion, the increased complexity of university life, and the necessary dependence on technology common to higher education today, students tend to lose their individuality and importance. The freshman residence hall based advising program at Miami University has been one important attempt to provide the necessary balance and perspective.

ACADEMIC ADVISING AT MILLIKIN UNIVERSITY

The Advisement Program at Millikin University helps students adapt to college life successfully and, thus, to direct their efforts toward the fulfillment of realistic goals.

The responsibility for advisement is a multiple one. The Admissions Office, individual faculty members, department chairmen, the Dean of the College, and the Dean of Students are all involved to some degree, in the process. However, the faculty must continue to play the major role in advisement and any changes in procedures for advisement or methods of communication will not alter the significance of this special responsibility.

Many students come to college without clear-cut, well-defined goals. Some are not highly motivated academically; others may be uncertain of their interests or of their future role in society. A number have not yet begun to utilize their academic and personal potential. It is hoped that through an adviser-advisee relationship, as the student has the opportunity to communicate with a responsible and mature adult, he may be helped to clarify his aims, develop his intellectual curiosity and respect for learning, and to utilize all of the resources available to him to obtain a worthwhile education.

As a small, private, residential institution, Millikin University offers opportunities and challenges to both faculty and students. Since we are small, students and faculty have the chance to know one another well. Advisers should be conversant with the total program of the College so they may guide their advisees effectively. There are special seminars and honors programs, area studies, interdepartmental majors, the possibility for teacher certification, etc., that are available beyond the regular courses of study. Our private status gives us autonomy and flexibility which can benefit all concerned. We can plan special programs and projects which enhance the education of all or individual students. As a residential college we have the opportunity to enrich the extra-class hours of students and thereby further contribute to their education.

Advisement is provided by the faculty and selected staff, and the assigment of students to advisers is entrusted to the academic deans except in cases where there may be a specific request from a student or a recommendation by the Admissions Committee. Students and advisers may at any time and without prejudice request a change in advisers through the Dean of the College or Student Affairs Office.

Student counseling programs are designed:

1. To help the student formulate his program of studies that will be of interest and lead to graduation.
2. To inform the student of new developments pertaining to his projected program.
3. To discuss with the student his ability and motivation with respect to his chosen field.
4. To encourage the development of latent talents which might increase the student's academic resourcefulness.
5. To refer the student to other agencies for special assistance, if needed.

It is hoped that a close personal relationship between the faculty adviser and his advisees will develop and that this working relationship will do much to overcome the student's discouragement if he experiences difficulty in his course work.

The adviser is just one of the persons interested in the welfare of advisees. The Dean of the College, the Dean of Students, the faculty, and others of the staff, such as the Residence Directors, share this interest and should be called upon by the adviser to assist with counseling. Be aware of your own function as adviser and its limitations. Keep in mind that the main purpose of faculty counseling is to help the student adapt himself to academic work and be successful. But remember; there are others to whom the adviser may turn and to whom the student may be referred.

It is the responsibility of the adviser to be aware of all pertinent data relative to the background, educational objectives and academic requirements of his advisees. Information provided the adviser includes:

1. Data from the Admissions Office indicating previous academic work in high school or at another college.
2. Forms indicating the results of examinations given during the admissions process or during orientation.
3. The approximate score on various aptitude tests.

Packets containing the above information are prepared for every new student prior to the start of each semester by the Dean's Office and are confidential.

All the information collected by the adviser is important. A copy of the student's current course schedule should be kept in this folder. As you receive "unofficial" mid-term marks (in the case of first-semester freshmen) and then a copy of your advisee's grades for the semester, these also ought to be included as a part of his record. You should add to the history of each student, either on standardized forms or personal memoranda, so that anyone to whom the folder is given can offer advice, cognizant of the total circumstances of the student's college experience.

It is usually possible for the Registrar's Office to prepare an unofficial copy of a student's permanent record on request. However, we hope that such requests can be kept at a minimum; retain and up-date your file copy from the first semester. Summary sheets (in triplicate) are prepared for each student in residence when he has completed from 75 to 85 hours credit toward graduation. One copy goes to the student, another to his adviser, and the third remains on file with the Registrar, together with the work sheets involved. These are not contracts! If errors are spotted or items need clarification, please check with the Registrar.

The adviser should not make choices for the students regarding their vocational or educational objectives, but he should undertake an evaluation of the reality of the goals to see whether a particular advisee would be able to achieve his goals both in terms of potential and what the University can offer. At registration you must be particularly thorough and accurate in checking a student's program to insure that courses are taken at the right time or in proper sequence, and that all requirements for graduation will be completed on schedule. Remember that the catalog the student is expected to follow is the one under which he entered the University.

The importance of the mid-term grading period can scarcely be overrated. In the fall semester of the freshman year it is the first tangible evidence of the student's adjustment to his academic load. The adviser uses these grades to great advantage. For one thing, because they are "unofficial" they can be erased; that is, it is possible to change them through the concerted efforts of the student, his adviser, and instructors. Therefore, advisement is not post facto, but very much in advance of a critical time - the final grading period for the semester.

Grades can indicate several things. The best, of course, is that the student is well-adjusted to academic life. A single unsatisfactory grade, or two, would probably indicate minor difficulty with the academic load, possibly a problem either with material or study habits. But the student who earns a number of unsatisfactory grades, whose cumulative average, were it to be made up at this unofficial grading point, would be around 1.0, is in jeopardy of losing his right to continue his studies and, therefore, really needs help. The overall pattern of the grades may give the adviser a good lead. If the difficulty is in the area of the student's major, perhaps an adjustment in program is indicated.

The need to have contact with advisees as soon as possible cannot be over-emphasized. The instructor and adviser of a student should try to keep each other informed about a student's difficulties. This can probably be done best by written communication. Instructors generally appreciate a referral from the adviser, and it is better to let the instructor do the major advisement for a particular course than to influence a student to approach his work in a way diametrically opposed to the teaching.

Unfortunately, advisement has no set pattern which can be pursued to maximum success. All the adviser's initiative and resourcefulness are required. Inquiry into routine trouble spots is helpful - study habits, distractions, worries, work-load, test scores, etc. - but there is no guaranteed panacea. However, "over-advisement," or the unnecessary shuttling of the student from adviser to instructor to the Dean of the College or the Dean of Students, should be avoided because advisees can easily become confused and resentful.

Hopefully, the student will become more mature as his college experience progresses and there should be a decreasing amount of counseling needed by upperclassmen. The goal, of course, is to guide the student towards self-sufficiency and self-confidence.

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ADVISING AT NORTHEASTERN OKLAHOMA STATE UNIVERSITY

Perry Hanan

Three full-time and one half-time faculty members serve as advisers for all freshmen entering NEOSU. When the students arrive on campus, the staff of New Student Advisement takes them in hand, explains the enrollment process, helps them fill out trial study programs, and answers any questions they may have. All freshmen are required to enroll in Orientation, a one hour course which meets weekly for one semester. The course covers topics such as How-to-Study, Requirements for Degrees, Understanding the ACT SPR, Majors and Related Careers, Tutoring and Other Student Services, etc. When they are not teaching Orientation, the staff members of New Student Advisement are available daily from eight until five to advise on an individual basis. Students are encouraged to select a faculty adviser in a major field no later than the end of their freshman year.

ADVISING THE UNDECLARED MAJOR AT NORTHERN MICHIGAN UNIVERSITY

John Argeropoulos
Associate Director, Counseling Center
Northern Michigan University

It would be very satisfying to be able to state that we have devised the perfect model for advising the undeclared student, and that it is already in place at our university. A more accurate statement would describe a slow evolutionary process in which we have gradually been able to piece together a number of consumer-oriented components which each year are taking us closer to the comprehensive model for which the counseling profession has been searching.

It has been our experience that no single delivery system for academic advising has thus far been adequate because the whole educational experience requires a constant interpretation of the individual student's doubts and questions at the time when they become personally relevant and in the form in which they present themselves to that individual. This condition is even more intense with the undeclared major and we have therefore responded with a multi-model system in which the student is presented with an array of resources which encourage a personalized interaction.

Listed below is a capsule summary of each of our present components so that you may gain a quick overview of our entire program. The overview will be followed by an in-depth look at the special orientation session for undeclared majors which has been our largest single effort and also our most successful component. An appendix section will contain some examples of the materials used in the various components.

GUIDE TO COLLEGE MAJORS

A manual which lists each departmental major on a single page and includes a brief one or two paragraph occupational summary, a sampling of representative job titles related to that major, a sampling of representative employers for that major, and a listing of local campus resource people who can assist an interested student with questions pertaining to that major. (We found this booklet proved to be even more popular with high school and community college counselors.)

BROCHURE FOR UNDECLARED MAJORS

Each department has designed an attractive brochure highlighting its offerings for the admissions office. After several years of successful use we realized that we had been neglecting the largest single group of freshmen (the undeclared major) and thus we have set about to produce a similar brochure for these students. It will include a section on why it can be a wise and healthy decision to be an undeclared student, suggestions about developmental tasks that need to be addressed, examples of career patterns for liberal arts graduates, and examples of special campus resources available to the undeclared major.

CHART OF GRADUATION REQUIREMENTS BY MAJOR FIELD

A one page chart which succinctly brings together widely scattered but essential information that compares and contrasts the graduation requirements of each department. This valuable resource allows each student to quickly see which majors have room for an exploratory period and which majors demand an almost total commitment from the very first semester. The chart also illustrates the requirements common to all majors so that the student can easily construct a "sampler" type of schedule for the first semester. This chart is included in the Orientation Handbook and the Student Handbook. (Please see Appendix A.)

CREDIT COURSE FOR CAREER PLANNING

A one credit elective whose goal is to enable each student to learn a set of strategies and techniques which can empower that person to create his or her own vocational future. Lecturettes, small group exercises, career search activities, interviews, testing, and multi-media meateials are all utilized with a format that has a set of core requirements combined with various combinations of enrichment options for individualized interests.

CAREER RESOURCES LAB

A series of study carrels equipped with modules which allow a student to go through an entire sequence or to select only a single module which the student believes is needed at that time. Our lab was inspired by the Curricular-Career Information Service developed by Dr. Robert Reardon at Florida State University, and it utilizes various multi-media approaches pioneered by Dr. Reardon.[1] We also rely heavily on the Career Information System developed by the Appalachia Educational Laboratory for organizing and utilizing our many reference materials.[2]

ORIENTATION FOR THE UNDECLARED MAJOR

All freshmen who planned on being undeclared majors were invited to attend the same summer orientation session up to a maximum of 150 students. Fifteen orientation group leaders were carefully selected and given a one-credit training course in how to systematically customize an innovative approach to orienting and advising the undeclared student. The major focus at all times was to create a program that would generate a feeling of personal empowerment in each participant. Thus a sequential model, comprised of the following stages, was utilized and proved to be highly successful:

1. Success factor analysis of past achievements and accomplishments to ascertain the individual's unique pattern of strengths, talents, and abilities in terms of transferable skills, self-management skills, and work content skills. (Please see Appendix A,B, and C.)

2. Values clarification exercises to help the individual better understand needs and personal values as they relate to the world of work.

3. Use of the Career Information System's prioritized charts relating favorite subjects in school, interests, temperaments, and aptitudes to Worker Trait Groups, and ultimately relating the Worker Trait Groups to College Majors.

4. Use of a decision-making model designed to accommodate the data generated in phases 1-3, followed by help in academic advising for preregistration.

Summer Orientation at our university had been a series of six 1-1/2 day visits to the campus in which the students received the typical format of large group presentations dealing with graduation requirements, school policies and regulations, student activities, reading and math placement tests, campus tours, picnics, and preregistration sessions with faculty advisors in the respective academic departments. Those students who were undeclared majors all too often were merely given an additional brief overview and then parceled out to departments in which they might have a "high interest."

The inadequacy of this approach soon became painfully obvious to everyone and two years ago we set aside one complete orientation session that would be designed expressly for the needs of the undeclared major. Earlier success with a non-credit workshop offered by the Counseling Center (the Lifestyle Workshop) had demonstrated the power of a small group format when coupled with self-empowerment activities. We felt that we could use this approach if it could somehow be linked to potential careers and potential college majors, thereby enabling the students to apply their insights from the small group sessions to the pre-registration process which still awaited them. The solution was found through a cooperative arrangement with the Appalachia Educational Laboratory in which we were able to adapt their chart of high school subjects and worker trait groups into a format that illustrated a strong relationship with various college majors.

(This phase of previous workshops has been made obsolete by the recent release of the Fourth Edition of the Dictionary of Occupational Titles which reduces the number of Worker Trait Groups from 114 to 66. We are presently working on revisions for next summer but these are not yet available for inclusion in this presentation.)

Fifteen group leaders were then selected for training that would enable us to present all four stages of the sequential model on a small group basis. Group leaders were carefully evaluated utilizing the following criteria: residence hall living experience, knowledge of the university, ability to communicate effectively, self-confidence, and an outgoing and sincere manner. Fifty per cent of the weeklong training program for Summer Orientation staff assistants was devoted to training the group leaders specifically for the specialized undeclared major session.

The first clues to indicate that we were on the right track was the almost immediate response of the prospective freshmen who quickly filled up the enrollment quota of 150 reservations and the high spirit of camaraderie and commitment exhibited by the group leaders during their week of training. The subsequent evaluation by the freshmen was overwhelmingly positive and clearly indicated that the most important aspects of the session were: 1) the opportunities for personal attention and relationship-building and 2) the practical application of the exercises to an analysis of potential college majors and career choices. The most frequently mentioned suggestion for improvement was that we extend the program for an additional day as there was too little time for socializing or exploring the campus or surrounding area on one's own.

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[1] "Revitalizing the Career Information Service," Reardon, Robert and Minor, Carole W., Personnel and Guidance Journal, November, 1975, pp. 169-171.

[2] "CIS - A New Dimension for Organizing Career Information Resources," Stowers, Phyllis, Occupational Outlook Quarterly, Fall 1975, pp. 12-19.

Credit Requirements at a Glance

NON-TEACHING MAJORS MINIMUM HOURS	MAJOR	LIBERAL STUDIES				Physical Education	MINOR	Cognates or other Special req.	Free Electives	TOTAL
		Language Studies	Humanities	Natural Science	Social Science					
Biochemistry	63	8	8	8	8	4	–	16	13	124
Business Administration										
Accounting	66	8	8	8-9	8	4	–	16	10	128-9
Finance	66	8	8	8-9	8	4	–	16	10	128-9
Management	62	8	8	8-9	8	4	–	16	14	128-9
Marketing	66	8	8	8-9	8	4	–	16	10	128-9
Office Administration	31	8	8	8	8	4	20	8	29	124
Communication Disorders	36-39	8	8	8	8	4	20		32	124
Conservation	52	8	8	8	8	4	–		44	124
Dietetics										
Institution/Rest. Management	36	8	8	8	8	4	20	16	8-16	124
Clinical/Administrative	32	8	8	8	8	4		53	4	125
Fine Arts	76	8	8	8	8	4	–		12	132
General Home Economics	36	8	8	8	8	4	20-24	8	20-24	124
Liberal Arts										
Art and Design	36	8	8	8	8	4	20		32	124
Biology	32	8	8	8	8	4	24		40	124
Chemistry	32	8	8	8	8	4	20		44	124
Criminal Justice	40-54	8	8	8	8	4	20		18-32	128
Economics	32	8	8	8	8	4	20		36	124
English	32-36	8	8	8	8	4	20		30-36	124
Foreign Languages	32	8	8	8	8	4	20		36	124
Geog., Earth Sci., Park Mgmt.	32	8	8	8	8	4	20		40-44	124
Health	30	8	8	8	8	4	20		46	124
History	32-36	8	8	8	8	4	20		32-52	124
Mathematics	33-41	8	8	8	8	4	20		31-39	124
Music	60	8	8	8	8	4	20	16	–	128
Philosophy	32	8	8	8	8	4	20	–	40	124
Physical Education	32	8	8	8	8	4	20-24	–	32	124
Physics	32	8	8	8	8	4	24	–	24	124
Political Science	32	8	8	8	8	4	20	–	40	124
Psychology	36	8	8	8	8	4	20	8	28	124
Recreation	30	8	8	8	8	4	20	16	22	124
Social Studies	36	8	8	8	8	4	20	–	36	124
Sociology	36	8	8	8	8	4	20	–	36	124
Speech	32-35	8	8	8	8	4	20	–	36-44	124
Medical Technology	38	8	8	8	8	4	42-46 (two minors)	13-15	–	124
Music Performance	87-92	8	8	8	8	4	–	–	–	128-9
Nursing	44	8	8	8	8	4	20	4	20	124
Pre-Professional (Health)	40	8	8	8	8	4	20	–	36	
Social Work	68	8	8	8	8	4	–	–	20	124
Technology (Industrial)	56	8	8	8	8	4		32	4	128
Textiles	36	8	8	8	8	4	20	12	20	124
Water Science	59	8	8	8	8	4	–	16	21	124

TEACHING MAJORS MINIMUM HOURS	MAJOR	LIBERAL STUDIES					Physical Education	MINOR	Professional Educ.	Cognates (planned elem. component)	Electives	TOTAL
		Language Studies	Humanities	Natural Science	Social Science	Elective						
Elementary Education	30-44	8	8	8	8	8	4	**	30	20	0-14	124
Communication Disorders	36-39	8	8	8	8	8	4	20	28	–	–	124-127
Music Education	60-64	8	8	8	8	9	4		28	20	–	137
Mentally Handicapped	36	8	8	8	8	8	4	20	30	–		130
Secondary Education	32-37	8	8	8	8	8	4	20	23-5	–	3-12	124-128
Business Education	30	8	8	8	8	8	4	26	24	–	–	124
Industrial Education	36	8	8	8	8	8	4	20	25	–	–	128
Industrial Ed. - Special Needs	36	8	8	8	8	8	4	24	25	–	–	129
Music Education	71-75	8	8	8	8	9	4	–	21	–	–	128-132
Social Studies	36	8	8	8	8	8	4	20	25	–	–	125

**Elementary education students may also select two minors in place of a major.

The semester hours of credit listed above are intended as a general guide for students. Specific course and credit requirements are listed in the University Bulletin and formal scheduling of classes should be done with the consultation of an academic adviser from the appropriate department.

SUCCESS FACTOR ANALYSIS

Certain Group of Abilities Skills, Strengths, Talents

Clusters will emerge from the list of transferable and self-management skills. These patterns of recurring themes represent the significant elements in your past achievements and reflect the essence of who you are.

One Primary Relationship

- Desire to operate by oneself
- Desire to operate as member of a group
- Desires to operate as member of a group but wants to lead
- Wants role to be defined
- Wants to have control of time and to formulate own style
- Wants to manage others
- Other

One kind of Result

- Serving and helping other people
- Acquiring money or materials things
- Overcoming and persevering against obstacles and difficulties
- Building and developing things
- Gaining recognition, honor, awards
- Other

Content or Subject Matter

- Figures and details
- Structural activities
- Physical activities
- Ideas
- Systems
- Methods
- Other

APPENDIX C

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Self-Identification of Strengths

Each of us possesses hundreds of strengths, talents, and abilities. If we are able to recall our past successes and achievements, it is possible to discover a pattern of skills and talents which we have repeatedly used to make those achievements happen. Once this recurring theme or common thread of your strengths has been identified, it then becomes possible to weave these strengths into new combinations for success in your present life, and for sound career planning regardless of job titles.

In the blocks below, please list as many past successes as you can remember for three different chapters in your life. We are not necessarily looking for outstanding, startling, or "blue ribbon" events, but rather for experiences which were especially meaningful to you and which may have resulted in warm feelings.

List Successes

chapter 1	1. 2. 3. 4. 5.
chapter 2	1. 2. 3. 4. 5.
chapter 3	1. 2. 3. 4. 5.

BUILDING A MODEL ACADEMIC ADVISING PROGRAM FOR THE COMMUNITY COLLEGE

Carol A. Davis, Ed.D.
Director of Student Development Services
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The development and implementation of an effective and dynamic advising program in a community college is an energetic undertaking and one that has become complicated and even more difficult since academic advising has evolved from course selection and scheduling into a comprehensive program which includes career counseling, exploration of life goals, scheduling, and a frequently unsaid responsibility to assist students in the development of their total potential. Presently there are very few comprehensive source materials which are available for reference.

The following guidelines are recommended to assist in the building of an advising program particular to your institution. The outline is designed to aid you in gathering information in a logical sequence which is pertinent to an effective advising program.

The specific information describes the Oakton Community College academic advising program and is provided as an example to guide you in the development of your program.

DEVELOPMENT OF A PROPOSAL FOR AN ACADEMIC ADVISING PROGRAM

1. Philosophical Base - The philosophical base of an advising program should reflect the philosophy of the college and the student development program.

Oakton's Philosophy: The Student Development Model practiced at Oakton Community College allows for an academic advisory program designed to assist the student in selecting a field of study which will facilitate him toward the development of his total potential. This concept provides for a team approach combining the professional competencies of Student Development faculty members and instructors so that the educational planning of students results from well-formulated goals and sound decisions. This process includes exploration of life goals, exploration of career choices, program choices, course selection, and scheduling of courses. The Student Development faculty member will primarily be involved in providing the counseling and guidance function designed to assist students in developing life and career plans. In addition, the counselor will act in a consultant role with faculty advisors. The faculty advisor will primarily assist students with specific program and course selection and, finally, peer counselors are responsible for scheduling of courses. These efforts require coordination and sincere cooperation since there is frequently much overlap.

2. Demographic Data - Please complete the following in order to identify the number of students to be served and the available college resources to be utilized in the advising program.

Oakton's Demographics:

A.	Full-time headcount	1926
B.	Part-time headcount	4814
C.	Number of full-time faculty	125
D.	Number of part-time faculty	173
E.	Number of counselors	12
F.	Number of paraprofessionals	1
G.	Number of peer counselors	9

H. Union or [✓ nonunion] (please circle)

I. Two-year college x yes ____ no

3. Major Objectives - Formulate the major objectives for the academic advising program in your community college.

   Oakton's Objectives:

   A. To provide students with an opportunity to do comprehensive educational and career planning and explore life goals.
   B. To utilize faculty expertise as educational consultants.
   C. To provide students with an opportunity to select appropriate courses and properly schedule classes.
   D. To provide the opportunity to improve the quality of information services to Oakton students.
   E. To reinforce the cluster college concept consistent with the Oakton Community College philosophy.

4. Student Participation - Decide on voluntary vs. mandatory student participation. Consider part-time and full-time students separately.

   Oakton's Procedure:

   All entering full-time students are invited to attend the Life and Career Planning Workshops, an all-day experience in which a student is asked to explore his life and career planning goals. A small group of students (ten to fifteen) work in this Life and Career Planning Workshop with a member of the Student Development faculty, another member of the faculty, and a peer advisor. During the workshop, each student receives information about Oakton, discusses life and career goals, and educational planning. Lastly, the student receives assistance in program and course selection, scheduling, and finally, registration. With this approach we hope that each full-time student is able to purposefully begin his academic career at Oakton Community College.

All continuing full-time students are invited by a faculty advisor to participate in the advising program. Each student receives a letter indicating a date and time when his advisor will be available to discuss a specific program and course selection. A continuing full-time student who feels adequately prepared to continue his own registration may, however, elect not to meet with his advisor and instead complete his registration by scheduling his courses with a student/peer advisor. Student Development faculty (counselors) are continuously available to meet with students on a walk-in basis during the entire registration advising process.

Oakton's part-time students are not required to discuss their academic program with full-time instructional faculty on an appointment basis. Rather, each student is invited by letter to complete their registration under the guidance of the Student Development faculty. The academic faculty are encouraged to be available to share their expertise at all scheduled registrations. While it would be ideal for all part-time students to have academic advisors, the sheer number of students who register part-time makes it impossible.

5. Faculty Participation - Decide on voluntary vs. mandatory faculty participation.
   Oakton's Procedure:
   All Oakton Community College full-time faculty are required to participate as academic advisors for full-time students. The participation of all faculty is supported by the Office of Curriculum and Instruction and Student Development services as a viable way to enhance the integration of college faculty into the Student Development Program and registration process. The institution has clearly made a commitment to the advising program. Each advisor is invited to participate in Staff Development programs explaining the advising process and, in addition, is provided with a detailed academic advisor's handbook. The advisor must feel confident and adequately prepared in order to conduct quality advisement sessions.

6. Compensation - Discuss compensation for faculty, if any.
   Oakton's Procedure:
   Faculty do not receive any monetary compensation for their participation in the advising program. The subject of compensation for full-time advisors is presently

being reviewed and the following proposals are being considered:

A. Released time for full-time advisors.
B. Units awarded and accumulated applicable to movement on the salary schedule.
C. Monetary compensation awarded on a semester-by-semester basis to all full-time advisors.

7. Faculty/Student Ratio - Define faculty/student ratio.
Oakton's Ratio:
The ratio of full-time faculty to full-time students is approximately 1:15. This ratio is sensible and workable and does not seem to interfere with an instructor's teaching responsibilities.

8. Assignment of Academic Advisor - Discuss how students will be assigned to academic advisors.
Oakton's Procedure:
The academic advisors at Oakton are assigned advisees who have declared a curriculum which is within the discipline of the faculty member. The computer is programmed to match the assigned discipline of each full-time faculty member with the curriculum code reported by each full-time student on his registration form. For instance, a Physical Therapy student will be assigned to an academic advisor who is a teaching faculty member in the Physical Therapy Program. On the other hand, a Liberal Arts student, declaring English as his major, may be assigned an academic advisor who teaches English, History, Humanities, or Literature.

Oakton's system allows the advisors to use their academic expertise in the advising process. Students are given the opportunity to work with a professional who can offer guidance within his field.

9. Length of Academic Advising - When and how long should academic advising take place?

Oakton's Procedure:

The institutional commitment to a comprehensive academic advising program has prompted a program which, in some form, is conducted continuously. The academic advisors and Student Development faculty experience definable peak periods preceding each semester. During this time all faculty, counselors, and peer advisors spend the majority of their working hours in a registration/advising activity. During slower periods, however, advising and counseling are offered in a less formal manner, placement testing is available, and Life and Career Planning Workshops are conducted. In short, academic advising is continuously available to each college student seeking assistance.

10. Evaluation - How and who should evaluate the academic advising program?

Oakton's Procedure:

The academic advising program is presently evaluated by the Office of Student Development. Each advisor is mailed an evaluation form immediately following the evaluation process. The results of the questionnaire are recorded and returned to the deans and vice presidents of the College for review. The following are examples of questions included in the instrument:

A. Were you adequately prepared for your role as an academic advisor?

B. Were Student Development services helpful when you needed assistance?

C. How would you evaluate the academic advisor handbook?

D. Were cluster support services (secretarial, student aides, etc.) helpful when you needed assistance?

E. What is your overall evaluation of the entire academic advising process?

11. Implementation - Identify the office in your institution which should have responsibility for:

Oakton's Procedure:

A. Surveying students' needs:	Dir. of Student Development Services
B. Contacting other community colleges:	Student Development Counselors
C. Reviewing the literature:	Student Development Counselors
D. Consulting experts in the field:	Student Development Counselors
E. Formulating a "team" to begin the process:	Dir. of Student Development Services

F.	Preparation of budget for the academic advising program:	Dir. of Student Development Services
G.	Conducting a pilot program:	Dir. of Student Development Services
H.	Presenting staff development programs explaining academic advising:	Student Development Counselors
I.	Making the final recommendation for implementation to the chief officer in charge:	Dir. of Student Development Services (who would present the final proposal to the Vice President for Student Development.)

FACULTY ADVISING AT OHIO WESLEYAN UNIVERSITY

Dr. Margaret Forsythe
Counseling, Advising, and
Placement Center
Ohio Wesleyan University

Six years ago we formed a Student Development Office which now has become a part of the Counseling, Advising, and Placement (CAP) Center. The intent was to make academic advising more effective by offering greater informational services, handling the paperwork and working to improve the advisory skills of those who are on the faculty through centralized staff and student resources. It was the wish of the Ohio Wesleyan Faculty that they continue being the primary contacts for academic matters with students.

During the 1977-78 year a Faculty Fellows Program was begun to operate in tandem with the already established academic advising approach. The Faculty Fellows program centers on a freshman residence hall and was created to help bridge the academic and residential campuses of the college. A team of faculty academic advisors, counseling personnel, resident staff, and upper-class student assistants help freshmen recognize that the education process not only occurs in the classroom, but pervades campus life. Twenty-three selected faculty members are serving as adult role models, advisors, and teachers in the residential setting.

The advising system at Ohio Wesleyan University is characterized by the following essential elements:

VOLUNTEER PARTICIPATION (No Pay or Released Time)

In response to an annual spring request to serve new students, approximately 81 faculty were willing to serve for the 1977-78 year as academic advisors to new freshmen and underclass students who entered for the first time in the fall.

SERVICE AS AN ACADEMIC ADVISOR

Service as an academic advisor to one or more upperclass majors and/or upperclass transfers on the part of 155 faculty and administrative staff (including the above 81) is a volunteer service.

FLEXIBILITY

Students wishing to change advisors need only to secure the written consent of the new advisor on a card provided by our office. When returned here, all records are updated and the student materials forwarded to the new advisor.

ASSIGNMENT BY INTEREST AREAS

Assignment by interest areas where known and to the extent possible occurs. A new student wishing to major in English will be given an advisor in that department if an English professor still has room for additional advisees.

LIMITATION ON ADVISING GROUP SIZE

Except in two departments (where the department head handles 100 percent) a maximum of ten new transfers and/or freshmen is assigned annually to those who volunteer. Students already enrolled must get the advisor's consent to serve them, so each advisor thereafter controls the size to which his group swells. Some never say no and supposedly serve as an advisor to 50 or 60; a few refuse to serve at all.

STUDENTS AS ADJUNCT OR PEER ADVISORS

This additional facet of the program began four years ago. Of the 79 then serving new students, 27 advisors did not wish to work with such an adjunct advisor, 33 chose a student whom they already knew, and 20 asked the Student Development Office to locate a student adjunct for them. At this point, the effectiveness of this program depends on the academic advisor's training of the adjunct advisor; some have worked together closely while others seem to have done little. This year only a few have indicated that they will have adjunct advisors. This, in general, reflects their concern that student advice on the subject of academic matters might lend itself to certain prejudices regarding the personality of given professors, to the nature of the course, etc. It is my belief that we could avoid such problems if we could establish an adequate training program.

TRAINING AND UPDATING OF SKILLS

1. Almost every fall an all-day meeting is held for advisors to refresh their knowledge, discuss curricular changes, outline and describe campus resources, etc. Such a meeting was not held this year due to the awkward date of Labor Day and the immediate start of classes thereafter. We therefore resorted to communication by written word instead. We also find very few persons serving who have not previously been advisors and presumably they therefore need less training. This, of course, reflects the fact that there is almost no faculty turnover.
2. A newsletter is prepared regularly, hopefully monthly, with varied topics depending on current issues or information. I refer again to the several typical examples enclosed.
3. Occasional guest speakers are brought to campus or utilized from local resources. We have held a dinner meeting with Dr. Robert Pitcher of the Educational Development Center in Berea, Ohio, to talk about ways of helping

probationary students and one of the University's attorneys provided material about record-keeping, contact, and sharing of information which advisors may possess.

REGULAR COMMUNICATIONS

1. Each advisor is provided copies of high school transcripts and activity records, transferred credits, plus a summary sheet of basic data such as test scores, home addresses, high school class rank, etc. These "advisor packets" also include a worksheet on which to record a student's progress, requirements met, etc.
2. Advisors are sent copies of notices regarding deaths in an advisee's family, student illnesses, etc.
3. Advisees must obtain the advisor's signature when petitioning for an exception to established deadlines and procedures; advisors in return receive copies of the resultant action taken by the faculty Committee on Petitions.
4. There are, of course, many other advisory contacts, by phone, in writing, and in person, pertaining to many topics; personal problems, class absences, tutoring needs, etc. These contacts are usually with (and frequently originated by) the Counseling, Advising, and Placement Center, but also occur between the advisor and the residence hall staff. We find a small but growing number of parents making direct contact with the advisor as well and sometimes expressing their views of the advising system to us following such conversations.

FRINGE BENEFITS

There are regrettably not too many of these. Until three years ago we were able to offer each advisor reimbursement up to $50 for costs of get-togethers in the advisor's home, postage and mimeographing of meeting notices, etc. We also had furnished an unlimited number of meal tickets, cashable for full meals and/or snacks in our Union and residence halls. The closing budgets have required that this be eliminated except for the Faculty Fellows Program. Routine impressions of advisory capabilities are not shared with the personnel committee at the request of that committee. Consequently the fringe benefits which come from advising are a feeling of helping the University, a recognition that this keeps the academic advising system within the hands of those who are academically employed, and the satisfaction of knowing that one is helping a fellow human being.

EVALUATION

Obviously feedback occurs all along the way from the conversations and contacts outlined above. We try to keep informal notes of advisors who have frequent contacts beyond those in their own offices with their advisees by eating in the residence halls (in spite of having to pay their own way) and those who make additional efforts to gain student backgrounds and/or to work on student problems. At least two somewhat more formal attempts also exist to evaluate an advisor's work:

1. The faculty personnel committee has added a specific section on advising effectiveness to their ratings of particular professors. The points gathered for a quality performance are minimum, but do at least represent a strengthening of the former position of merely disregarding such a function.
2. Our office has developed the enclosed evaluation form

for voluntary use by advisors seeking anonymous advisee reaction. In any one year, we have seen no more than 14 advisors either distribute this themselves to their advisees or ask us to mail it out for them. Since the evaluation is returned directly to the advisor, we know the content of only one set of responses which was shared with us. As might be expected, those particular responses were all highly favorable! Our reasons for making this voluntary and for using this procedure stemmed from the prior format of teaching evaluations so designed; we reasoned that professors who evaluated themselves as teachers only if they wished to do so and were then under no obligation to share such evaluations would not wish a more forceful approach to their advising performance.

(Evaluation form is included in the section "Skills, Techniques, and Resources" under the heading "Evaluating Academic Advising".)

AN ON-GOING ADVISEMENT PROGRAM FOR NEW AND CONTINUING STUDENTS

Tom F. Dugan
Scottsdale Community College

THE PROBLEM

Student Advisement for both new and continuing students at SCC leaves much to be desired. Key concerns are noted:

1. Student advisement is usually a "catch as catch can" function at semester registration times, i.e., students seeking advising only at registration from whomever is available.
2. Students too often see an advisor at registration only to get a signature on their enrollment card rather than carefully planning for degree objectives or even semester classes.
3. Students and faculty have difficulty distinguishing between advisement and registration when both usually occur at the same time.
4. Students encounter difficulty when advised by faculty if the faculty member is only interested in "selling classes" in his discipline or is not knowledgeable about general education requirements, general information outside his discipline, or correct information regarding the transferability of courses within his discipline.
5. It is impossible for a small number of individuals, whether they are faculty, counselors, or students, to effectively advise more than 5,000 students.

There was a time at SCC when faculty involvement in an advisement program was quite limited. Faculty were more concerned about the procedural problems students and faculty encountered during registration. With faculty input, registration procedures have improved greatly in recent semesters. Again, with faculty input, the beginnings of what could develop into a formal advisement program can be noted:

1. A faculty survey, Fall 1973, indicated a faculty concern for a formal advisement program for students.
2. The NCA Self-Study and comments from the NCA evaluating team emphasize the need for faculty, administration, and students to improve student advisement at the college.
3. Spring 1974, SCC's first formal orientation program for new students was a success. The leadership of a couple members of the counseling staff working with a few of the faculty accounted for that success. More important, however, was the faculty's enthusiasm to establish an orientation committee to be responsible for future orientations.
4. August 1974, another orientation program was held with counselors and faculty representatives from each curricular division available to assist incoming students. For the three-day program, faculty were paid two days from summer counseling funds, the third day they volunteered their time.
5. 1974-76, there was considerable increase in faculty interest and involvement in early advisement and registration periods in December and April.
6. Another successful orientation program in April 1974, can be attributed to the faculty orientation committee, faculty in general, and some student involvement.

With more of the faculty interested in assisting new and continuing students as more recently demonstrated, and with the mechanics of registration now greatly improved, it is now crucial to establish a formal approach to separating advisement and registration while at the same time having the two functions complement each other.

OBJECTIVES

The primary objective of this proposal is to present an approach to a formal on-going advisement program for SCC students. Successful implementation of this proposal will be contingent upon cooperative input from faculty, administration, staff and students. Capitalizing on recent positive developments in this endeavor should enhance the development of this advisement program. Specific objectives include:

1. Minimizing the time and frustration of students and faculty during registration and drop-add periods.
2. Maximizing student awareness of short and long range educational goals.
3. Getting as many faculty involved in student advisement as possible.
4. Getting students involved in assisting other students with advisement procedures and the mechanics of registration.
5. Organizing materials to assist advisors in providing correct information to students regarding registration procedures, general studies and graduation requirements, and the transferability of SCC courses.
6. Establishing a concise training session for counselors, faculty and student assistants, and clerical staff to be held each semester prior to peak advisement periods.

7. Encouraging students to seek advisement from their designated advisor each semester by following specific advisement procedures that will enable them to register early.

PROCEDURES

It is essential to everyone involved, particularly students, that a differentiation be made between advisement, an on-going function, and registration, a procedure for enrolling in classes prior to the beginning of each term. Separating the peak periods for both as much as possible should delineate the two.

TIME SCHEDULE

Starting in the spring in preparation for fall semester:

1. Mid April
   In-service advisement training program.
2. Late April
   - A. Advisement week for continuing students; faculty and staff available in the student lounge afternoons, 1:00 to 4:00, and early evening, 5:00 to 7:00, Monday - Thursday.
   - B. Orientation for new students during same week, two or three evenings, 7:00 to 10:00. Faculty, staff and students assisting.
3. Summer - last couple weeks of May, June and July.
   - A. New students seen in small groups 3-5 by a counselor(s) and student assistant(s) for advisement.

B. Continuing students seen on an individual basis by counselor(s) and/or faculty advisor(s).

4. August

A. Orientation program the week before early registration for new and continuing students. Counselors, faculty representative from each division/department, and staff located in student lounge Tuesday evening, Wednesday afternoon and Thursday morning to assist at a different time each day to meet working students' schedule.

B. Early registration - students with registration appointments register, approximately 20 per half hour, during the first part of August, the 2-3 weeks before regular registration.

C. Registration week - all faculty and staff available as necessary to advise and assist with registration procedures.

D. Drop-add week - faculty and staff available in a central location 1:00 to 4:00, 5:00 to 7:00 p.m. (avoiding prime class time.) Students go through drop-add each day in the reverse alphabetical order of registration.

	Registration Week	Drop-Add Week
Monday	Meetings	Z - Q
Tuesday	A - G	P - H
Wednesday	H - P	G - A
Thursday	Q - Z	Open to all
Friday	A. & R. clean up	A. & R. clean up

    Monday following drop-add week first official roster of class enrollments; i.e., withdrawals during drop-add week not included on final class rosters.

5. December - first part of month
    - A. In-service advisement training program.
    - B. Advisement week for continuing students as in April.
    - C. Orientation program as in April. One evening 7:00 to 10:00, specifically for mid-year high school graduates.
6. January
    - A. Early registration by appointment for students who have completed advisement procedures. To be held 1-2 weeks before regular registration.
    - B. Registration week - as in August.
    - C. Drop-add week - again the reverse order of registration as in August.

METHOD

The success of registration by appointment, if the student has gone through an advisement step, can be developed further:

1. The "carrot" - early registration by appointment following advisement.
2. Assignment to advisor - students are assigned an advisor based on their preference when possible, specific career program, academic division or department for a general interest area, or counseling office if completely undecided. Admissions Office makes assignment from information on admission application; divisions/departments make specific faculty assignments.

3. Advisement session - student meets with faculty advisor or counselor to:
   A. Review ACT scores (and high school record, if necessary) with new students.
   B. Review evaluated transcripts with transfer students.
   C. Review SCC transcript (and transfer transcripts, if any) with continuing students.
   D. During session student and advisor review A.A. degree and general education requirements, immediate and long range educational goals.
   E. Enrollment card (appendix A) and advisement check sheet (appendix B) completed to date are signed by the advisor.
4. Registration appointment - given to students in Admissions Office upon presentation of approved enrollment card and advisement check sheet. Earliest appointments to those who come first.
5. Enrollment card - goes in student's registration packet to be returned to him at registration appointment time. Class cards not pulled until registration appointment time. This minimizes:
   A. Student having to come up with money long before classes start.
   B. Student needing to change class schedule via drop-add; he can change it with advisor's signature at registration time.
6. Advisement check sheet - held by Admissions Office until after registration and drop-add, then returned to advisor via divison/department chairman.
7. Mid-term report - mailed to all students listing classes the student is currently enrolled in to confirm, reports any unsatisfactory grades and

withdrawals to date. Also gives the student his academic advisor's name. Advisor receives printout listings of names of students assigned to him. At this time of the semester, student bulletin and newspaper encourage students with unsatisfactory mid-term marks to check with advisor.

8. Advisement - anytime after mid-term students can meet with advisor to pick up advisement check sheet and review student's progress. The student is encouraged to build an advisement folder containing advisement check sheet. ACT scores, copies of transcripts (marked "Advisor Copy" obtained from Admissions Office at student's request) and students' grade reports. The student can have his advisor hold his folder or he may retain it and bring it with him.

PERSONNEL

Conceivably every faculty and staff member on campus could be involved in an on-going advisement program. At first divisions/departments can decide which faculty will be directly involved. Specific personnel and their responsibility in this program are listed:

1. Admissions Office staff:
   - A. Informs student of general information, advisement and registration procedures.
   - B. Assigns student to divisions/departments, counseling for advisement.
   - C. Schedules registration appointments.
   - D. Makes arrangements for registration and drop-add.

   E. Processes paperwork.
2. Counseling Staff
   A. Directs students to correct advisors.
   B. Advises undecided students.
   C. Handles the bulk of advisement during summer months.
   D. Trains student assistants.
   E. Assists with in-service advisement training program for faculty and staff.
   F. Has representative(s) work with faculty on orientation committee.
   G. Assists students and faculty during orientation, registration, and drop-add.
3. Faculty
   A. Advises students regarding their specific career program or general academic area.
   B. Maintains a liaison with their university counterparts for an awareness of the transferability of SCC courses in their discipline.
   C. Develops advisement check sheets for respective curriculums.
   D. Provides Counseling and Admissions Offices with up-dated curricular material.
   E. Has curricular representatives serve on orientation committee.
   F. Participates in in-service advisement training program.
   G. Assists at orientation, registration, and drop-add.
4. Students

Second or third semester students selected and trained to assist Admissions Office, counselors and faculty with student advisement and registration drop-add procedures.

   A. Assist counselors, particularly during summer months, with student advisement.

B. Serve on Orientation Committee.
C. Participate in in-service advisement training program.
D. Assist at advisement, orientation, registration and drop-add.

5. Administration
   A. Provides leadership, encouragement, staff and budgetary support for advisement program.
   B. Like faculty, is assigned and advises a reasonable number of students.
   C. Maintains high level liaison with universities (formally through H.E.C.C. and High School College Relations Council, informally through higher education departments and personal contacts).
   D. Participates in in-service advisement training program.
   E. Present on at least a rotating basis at orientation, registration, and drop-add.

ADVISEMENT IN-SERVICE TRAINING PROGRAM

Twice a year, April and December, before the peak advisement periods for each semester an in-service training program is to be held for faculty and staff involved in student advisement. Two general training sessions are to be held, one for clerical personnel (from primarily Admissions and Counseling Offices) and student assistants and another for certificated personnel. Training sessions will last only a couple of hours on two separate days, the first day for presentation of material, the second day for follow-up and review.

1. Clerical - Student Assistants Session
    - A. Public relations techniques - SCC Business Department.
    - B. Presentation of materials, catalog, class schedule, circulars, Advisors Handbook, new programs - respective faculty and staff.
    - C. Admission, advisement, registration, drop-add procedures - Associate Dean of Student Services and Coordinator of Counseling Services.
2. Certificated Session
    - A. Interview techniques for student advisement - counseling staff.
    - B. Interpretation of ACT scores, SCC and transfer transcripts.
    - C. Presentation of materials - respective faculty and staff.
    - D. Admission, advisement, registration, and drop-add procedures - Associate Dean of Student Services and Coordinator of Counseling Services.

COSTS

The costs of this advisement program are minimal. For the most part, existing facilities and staff will suffice. Only in a couple of instances are additional expenses for staff needing to be considered. These include:

1. Additional extended contract funds for summer counseling since the bulk of advisement during summer months falls on the counseling staff.

2. Additional funds from instructional budget to pay for faculty representatives from divisions/departments during August orientation program.
3. Additional funds to pay for student assistance. Student assistance is essential during peak periods of advisement, orientation, registration, drop-add, and particularly during summer months to assist counselors when most faculty are not on campus. Funds could come from student budget and college work study.

USE OF PEER ADVISORS AT SUNY FREDONIA

David L. Anderson
Sara C. Looney
Nancy L. Lord

Helping Students Grow, a guide published by The American College Testing Program, refers to academic advising as "a cornerstone of student retention," and "an integral part of the higher education process." The guide stresses the importance of a varied delivery system for successful academic advising, and suggests the use of faculty advising, counselor advising, self-advising, and peer advising. This article outlines the development and utilization of an effective, low-cost peer advisor system at a small college of arts and letters.

BACKGROUND

In the Fall of 1974 a committee was formed to review the quality of academic advising at the State University College at Fredonia. It was generally felt that the existing advising system was inadequate. The committee suggested that while the problem was obviously multidimensional, advising might be improved through varying the delivery system. A survey of students indicated that 74% of those responding would use peer advisors if they were available. Based on this information a pilot program for peer advisors was established. During the Spring of 1975 a sub-committee consisting of academic and student affairs staff members outlined a training program and submitted a proposal to the campus academic affairs committee for a credit bearing training and practicum course. The first training class was selected and training began in the Fall of 1975. What follows is an outline of the program as it presently exists.

SELECTION OF PEER ADVISORS

Applicants for the program must have at least a 2.2 grade point average, submit a completed written application form with three reference letters, and complete a series of interviews. The application form asks the candidate to assess his/her potential as a Peer Advisor and to indicate competencies he/she may have to develop. Reference persons are directed to prepare a statement of the candidate's judgment, reliability, ability to relate to others, knowledge of the campus, and related factors. When application materials are received, each candidate has an individual interview with a Program Coordinator and two group interviews with trained Peer Advisors who constitute the Selection Committee. Candidates are evaluated on their ability to relate to others, interest in helping others, openness to suggestions, problem solving ability, assertiveness, familiarity with the campus, and thoughtfulness in planning their own academic program. All interviewers complete a standard interview evaluation form at the conclusion of each interview. The Selection Committee meets with two of the Program Coordinators to determine which candidates will be invited to participate in training.

TRAINING

Peer Advisors receive training in two distinct types of sessions: the initial training, three day-long sessions, held in the beginning of the school year; and the monthly workshops and small group meetings, held throughout the year, which serve as both training and supervision for the Peer Advisors.

Topics covered in the initial training sessions include communications skills, values clarification, career decision-making skills, and academic advising principles. The Peer Advising Handbook, academic policies, programs and procedures, registration, and financial aids are reviewed. Other campus referrals and resources are also discussed. Important goals of these early sessions are to develop self-understanding (and recognition of its importance to any counselor/advisor relationship) and to instill a feeling of group cohesiveness.

The focus of communication skills training is on basic helping and listening behaviors. Extensive role-playing is used, with some sessions being video-taped and critiqued by the entire group of trainees. There are two term assignments: an audiotape of a mock advising session, with a critique written by the interviewer/trainee; and a written case study of a student with an advising problem.

The second type of training session, monthly workshops and small group meetings, serve both as further instruction for trainees and Peer Advisors and as on-going supervision for all the members of the group. The monthly workshops are meetings of the total group and usually consist of further presentations by academic and administrative personnel, and some short communications skills or values clarification exercises. Small group supervision sessions meet monthly to provide a forum for Peer Advisors to ask questions, solve problems, and generate ideas.

PEER ADVISING HANDBOOK

The College did not have a concise document that listed major program requirements in a uniform format which permitted easy comparison. Such a document is essential to any general advising program. The Peer Advisors contacted all departments to solicit accurate and complete information on departmental majors and minors. The final product has proved invaluable to the Peer Advisors and others. Faculty advisors were quick to request copies and the Admissions Office made copies available to transfer counselors at other institutions. The Handbook is organized in a 3-ring binder to facilitate adding and deleting material. Each semester it is revised and updated to insure accuracy. In spite of its wide distribution and utilization, it has retained its original title: The Peer Advising Handbook. The development of the Handbook, along with the individual efforts of the Peer Advisors, has influenced the acceptance and established the credibility of the Peer Advising Program.

PROGRAM ADMINISTRATION

In terms of the college formal administrative structure, the Peer Advising Program is somewhat unique. Two of the Program Coordinators report to the Student Affairs Vice President and the third coordinator reports to the Academic Affairs Vice President.

The Program enjoys no formal budget allocations from any one office. It is a cooperative funding effort among various Academic Affairs and Student Affairs offices.

Actual operation of the Program rests with the Peer Advising Steering Committee. This committee consists of five to six Peer Advisors and the Program Coordinators. There are specialized committees for selection, publicity and training. The Peer Advisors provide direct input for the operation of the program.

ACCEPTANCE AND UTILIZATION

At its inception, the Peer Advising Program was the object of both enthusiasm and skepticism. Many faculty members were concerned about the competence of students to deal with academic and personal problems. In its two and one half year existence, enthusiasm has increased and skepticism has diminished considerably. While the Peer Advisors are clearly neither academicians nor professional counselors, they are carefully selected, trained and concerned individuals. They are familiar with volumes of information about academic programs and policies, and are skilled in effective communication.

At the time of writing (January, 1978), the Peer Advising Program is an integral part of the college-wide advising effort. Additionally, Peer Advisors have been recognized by various campus offices as resource persons with a broad base of campus information. The following represents a sampling of areas of the college that have used Peer Advisors:

1. Office of Academic Advising
    - A. Furnish campus with up-to-date academic information through the Peer Advising Handbook.
    - B. Assist in group and individual advising meetings with students yet to declare a major.
    - C. Assist Residence Hall Directors in advising students yet to declare a major.
    - D. Meet informally with dormitory residents regarding advising matters.
    - E. Assist selected departments in advising majors.
    - F. Staff Peer Advising Office during academic year.
    - G. Participate in campus-wide Academic Advising Night.
    - H. Sponsor Academic Advising information table during Course Selection.
    - I. Provide general information table during Course Registration.

2. Office of Admissions
    - A. Participate in off-campus "College Nights."
    - B. Sponsor information center during campus Open Houses.
    - C. Contact High School Guidance Counselors to promote College programs.
    - D. Provide tour guide service for campus visitors.

3. Office of Student Affairs - New Student Orientation
    - A. Staff general information center during orientation.
    - B. Provide registration packet to new students.

4. Career Development Office and Counseling Center
    - A. Act as referral source for students seeking information on course content and related matters.

SUMMARY

This article outlines the development and utilization of a low-cost, effective Peer Advising program. One goal of the program was to improve the general quality of academic advising. The Peer Advisors have partially realized this goal. They have also provided assistance to college offices which needed the services of individuals with a broad base of information about the college.

APPENDIX

MINIMUM EXPECTATIONS FOR TRAINEES

1. Attend and actively participate in all training sessions. (It is necessary to make up any work missed.)
2. Attend monthly workshops.
3. Participate in small group meetings.
4. Become familiar with Peer Advising Handbook.
5. Participate in up-dating of Peer Advising Handbook.
6. Meet with the Peer Advisor Resource people. (Designated faculty advisors in each academic department.)
7. Work with a trained Peer Advisor during Course Selection and in the Peer Advising Office.
8. Tape mock advising session and prepare critique.
9. Submit acceptable case study of advising situation.
10. Assist in making contents of Peer Advising Handbook and Peer Advising Program more available to all students.

MINIMUM EXPECTATIONS FOR PEER ADVISORS

1. Set scheduled desk hours. (Or arrange for another Peer Advisor to cover for you.)
2. Advise during Course Selection, Registration and Orientation.
3. Meet with groups of students who have yet to declare a major.
4. Attend monthly workshops. (Make up work missed if absent from workshops.)
5. Participate in small group meetings.
6. Become familiar with the Peer Advising Handbook revisions.

7. Participate in up-dating of Peer Advising Handbook.
8. Meet with Peer Advisor Resource people.
9. Assist in making contents of Peer Advising Handbook and Peer Advising Program more available to all students.

ACADEMIC ADVISING AT SUNY NEW PALTZ

THE ACADEMIC ADVISING PROCESS: FROM ENTERING FRESHMAN TO GRADUATING SENIOR

Freshman Orientation: Prior to the beginning of the first semester's study at New Paltz, entering freshmen attend one of the scheduled two-day orientation programs. At the orientation, each small group of 12-15 freshmen meets with a faculty advisor and upperclass student advisor to develop a program of courses for the first semester's study. Preregistration for these courses occurs at the end of the second day of the orientation session. Advisors work with freshmen on plans to meet general College degree requirements (freshman English, physical education, distribution), and provide them with a check-list of those requirements. Most important, advisors talk with students about the range of possibilities for study and life at the College.

Pre-Major Advising: Until they choose a major, students maintain contact with the faculty advisor who worked with them at orientation. Depending upon the field of interest, some students choose majors in their first year. An early choice of major is important for fields such as art study, art education, the natural sciences and mathematics. Others might not choose majors until late in their sophomore year. Students seeking teacher certification should take the foundation courses and field experience courses at the times and in the sequence recommended by the Faculty of Education. In order to explore specific career possibilities and possible major choices, students should make contact with the Office of Career Planning and placement, and participate in one of their Life Planning Workshops. Students should use their time as pre-majors to explore courses in a number of different academic departments, with an eye to developing an interest which they will pursue in depth as majors. When students decide upon a major, they should let their pre-major advisor know of their decision, and request that the advisor send their advising folder, marked with the major choice, to the office of Academic Advising for transmittal to the major department advisor. Students interested in designing their own majors should explore the possibilities of a contract major. (See CONTRACT MAJOR).

Major Advising: Once students decide upon a major, they should make contact with the major department and obtain, from the chairman or chairman's designee, copies of the major plans of study which the department offers. The major plan indicates which courses are needed to complete the major. The department will assign each student to a major advisor, who will request the student to file a major plan at the appropriate time and to update the plan as courses are completed.

Formal Preparations for Graduation: Preparations for graduation involve a check of whether a student has met (1) general degree requirements and (2) major requirements. A preliminary check on degree requirements (freshman English, physical education, distribution, Liberal Arts, upper division, residence) should be done during the first or second semester of the junior year. Credit check forms and assistance with this task are available in the Academic Advising Office. The final preparation for graduation is the filing of a degree application with the Records Office no later than the end of the fifth week of the semester the student intends to graduate. The degree application has two parts: (1) the general College degree requirements form, supplied by the Records Office and (2) the major plan, supplied by the department. Both completed documents are then filed with the Records Office for final clearance, so that students may appear on the commencement list.

THE ACADEMIC ADVISING PROCESS: FROM TRANSFER STUDENT TO GRADUATING SENIOR

Transfer students enter the College at New Paltz with widely varying academic experiences behind them. Some arrive with a handful of college credits earned elsewhere, while graduates of community colleges may enter with as many as 70 credits of college level work completed. Students who have begun work at other four-year colleges may transfer as many as 90 credits to New Paltz.

Depending upon number of credits earned and firmness of commitment to an academic major, transfer students are advised either as pre-majors or as majors. Advisors are sent transcripts of college work completed elsewhere with a transfer credit evaluation done by the Admissions Office. The Admissions Office's transfer credit evaluation tells the advisor and the transfer student the number of credits accepted in transfer towards meeting the College's general degree requirements in freshman English, physical education, free elective Liberal Arts credits, free elective Professional/Technical credits, and distribution requirement.

During orientation or at anytime afterwards, transfer students should consult the appropriate chairman or chairman's designee to determine which credits offered in transfer are acceptable toward meeting the College's 45-credit upper division requirement.

As soon as the student has decided upon a major (as early as transfer orientation), he should consult with the chairman or chairman's designee in the major department to determine how many of the transferred credits apply towards meeting the requirements for the major. Each department has forms available for recording accepted transfer credit applied to major requirements, and this document serves as the major plan. From this point through to graduation, the same procedures apply to transfer students as to those who begin their college study at New Paltz.

Responsibilities of Pre-Major Advisors:

1. Advising entering students as part of the College's orientation program. Each pre-major advisor will have an upperclass student to assist during orientation. This advising session consists primarily of discussing the range of academic possibilities available at the College, giving new students a clear idea of the College's general degree requirements, and working out a first semester's program of study.
2. Advising some students who are undecided with respect to a major. (Approximately 80% of our entering freshmen and 30% of our transfer students fall into this category.)
3. Meeting with pre-major advisees prior to preregistration for the next semester's course work. The principle aim of these discussions is to assist and encourage advisees in exploring the range of lower-division offerings available at the College, talk about career interests, and consider possibilities for major study.
4. Alerting advisees to the reasons for course prerequisites and the need to meet them.
5. Counseling those pre-major advisees who are in academic difficulty; those who are on academic probation or perilously near it. (Grade reports are provided each semester.) Attempting to discover what the difficulties are and how serious they are.

6. Referring advisees where appropriate:

   A. For a difficult personal problem; to the Counseling Center, the Dormitory Director or Resident Advisor, or a peer counselor working with OASIS. (Assist in making the initial contact if this is likely to be helpful.)
   B. For additional help in exploring vocational interests and possibilities; the Office of Career Planning and Placement.
   C. For financial difficulties; the Financial Aid Office.
   D. For tutorial help; the instructor in the course or his department office. (Many departments maintain lists of volunteer tutors or tutors who will assist for an hourly charge.) EOP students should be referred to their EOP counselor, who will arrange for tutoring help.
   E. The Academic Advising Office is prepared to answer advising questions about which faculty members or students are uncertain, or to find the answer to the question.

7. Once the advisee determines his major, recording the name of the major on the advising folder and transmitting it to the Office of Academic Advising for transmittal to the major department advisor.

Responsibilities of major advisors:

1. Advising major students as needed. In some cases, this will require contact each semester prior to preregistration for the next semester's courses; in others, the contact

will be less frequent. Altering the student to degree and major requirements.

2. Meeting with major students, as assigned by the chairman, to file the major plan of study, and to review it as needed.
3. Counseling major advisees who are in academic difficulty.
4. Referring advisees where appropriate:

    A. For a difficult personal problem; to the Counseling Center, the Dormitory Director of Resident Advisor, or peer counselor working with OASIS. (Assist in making the initial contact if this is likely to be helpful.)
    B. For additional help in exploring vocational interests and possibilities; the Office of Career Planning and Placement.
    C. For financial difficulties; the Financial Aid Office.
    D. For tutorial help; the instructor in the course or his department's office. (Many departments maintain lists of tutors.) EOP students should be referred to their EOP counselor, who will arrange for tutoring help.
    E. The Academic Advising Office is prepared to answer advising questions about which faculty members or students are uncertain, or to find the answer to the question.

5. Advising major students about graduate or professional school possibilities in fields closely related to that of the major department.
6. Approving and signing the major advisee's degree application. The degree application consists of two parts: (1) general degree requirements, and (2) major requirements.

CENTRALIZED ADVISEMENT AT TEXAS CHRISTIAN UNIVERSITY

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With decreasing enrollments facing higher education, unprecedented attention is being focused on the pool of potential students from which our admissions officers can recruit. But the recruiting pool with the highest potential yield per dollar spent is also the most easily accessible -- our own current enrollments. If we merely retain the students already admitted, the effect on enrollment -- and correspondingly on institutional income -- could be dramatic. But even more significant is the effect on the student who is retained and has thus been successful in reaching his original goals.

Some natural attrition is inevitable -- the student who is a misfit in a particular campus environment, the student whose goals have changed since entry. But in general the student selects an institution whose programs and environment appear to fit his needs. It is the ethical obligation of an admissions officer to paint the protrait of the school as accurately as possible for prospective students so that the match of student needs to institutional opportunities is a good fit. But once the choice has been made, it then behooves the institution to assist students, insofar as possible, in availing themselves of campus resources in order that they might meet their educational objectives.

It was with these double-pronged benefits -- those for the student and those for the institution -- in mind that Texas

Christian University initiated its program of centralized advisement for freshmen and undeclared majors. The assumptions on which the program is based are supported by a search of retention literature and on institutional studies. Briefly, the premises of our program are these:

1. Any entering class will diminish; it will diminish significantly and, in many instances, needlessly.
2. The period of greatest attrition is within or at the end of the freshman year.
3. Undeclared majors constitute the group with the highest withdrawal rate.
4. The relationship with a caring adult who represents the institution can be a significant retention factor.
5. An effective academic advising program can be a significant deterrent to dropping out.

Building squarely on these concepts, Texas Christian University has developed a program of intensive advising for those students most likely to encounter difficulties in meeting their academic goals -- freshmen and undeclared majors. By "intensive advising" we refer to advisement that goes well beyond the mere scheduling of courses for the upcoming semester. Traditionally, advising has wasted the talent and expertise of advisors in performing what is almost a clerical function, but intensive advising assumes the exploration of life, then career goals, after which a program and relevant courses are selected; only then does the scheduling of courses become appropriate. The advisor's role may also include personal and vocational counseling and referral to appropriate campus or community resources. In short, the advisor seeks to help the student through any stumbling block that might interfere with a successful academic career -- in addition to assisting in planning an academic program consonant with a student's life and career goal.

Toward this end, an office of University Advisement for Freshmen and Undeclared Majors was created, staffed by a Director, a secretary, and a student clerk. The responsibilities of the Director include selecting and training advisors, assigning students to advisors, providing student data and advising aids, coordinating advising at summer orientation, monitoring retention, anticipating student problems, and serving as a source of information and referral for students requiring help.

FRESHMAN ADVISING

Freshmen who have declared majors are assigned to a faculty member within their major department who has been designated as a freshman advisor by the Director after consultation with the department chairman and dean. Selection is based primarily on the faculty member's demonstrated concern for students and a corresponding willingness to give time and attention to problems, even if they extend beyond the classroom. A sufficient number of advisors are appointed to insure that no advisor has more than twenty students assigned. During the academic year, there is no renumeration since the assignment is considered part of departmental duties. During the summer, however, a small stipend is paid for each orientation session in which the advisor participates.

The freshman advisor meets at least once each semester with each student and consults with the students prior to any schedule changes during the term. In addition, the advisor is available for any counseling desired by the student and takes the initiative in contacting the student when any indication of a problem appears such as absence reports, midsemester reports of unsatisfactory progress, etc. For advisors who wish to entertain students in their home, funds are available to defray the cost.

At the beginning of the sophomore year, the student is assigned to a permanent departmental advisor. In departments fortunate enough to have a number of faculty with the special qualities necessary for successful freshman advisement, the student remains with his original advisor and a new freshman advisor is appointed for the incoming class. But when the number of faculty who are successful at intensive advising is limited, providing the best advisor for freshmen takes priority over continuity of advising.

UNDECLARED ADVISING

A student who has not yet declared a major is assigned to an advisor designated for undeclareds. He remains with this advisor -- regardless of his classification -- until he declares a major and is assigned to a departmental advisor. Formerly, undeclared students at TCU could stop by an office which was continually staffed by one of a number of faculty who gave several hours a week to this duty. While the easy accessibility of an advisor made this very convenient, the far greater value of a continuing relationship with a caring advisor was lost. Under the new structure undeclared students -- who, unlike declared majors, have no departments watching out for them -- now have faculty advisors who know them personally and care about their progress.

Although undeclared advisors must have the same personal qualifications as freshman advisors, there are other traits which are also necessary. While departmental advisors deal with students who are committed to a particular academic goal and assist them in narrowing the options to those most relevant to their objectives, undeclared advisors, on the other hand, must help students experiment with a variety of potential majors and at the same time keep a maximum number of options available. Thus a greater knowledge of requirements throughout the university is necessary. Most important of all, the undeclared advisor must be committed to helping the student clarify goals and find the program right for him or her. This requires an ability to put personal and departmental preferences aside in favor of the student's needs and desires.

While a penchant for proselytizing disqualifies a person as an undeclared advisor, it is nevertheless advisable to take advantage of an advisor's particular interests and expertise. Therefore, students are assigned to advisors whose interests match their own insofar as possible. Faculty with a wide variety of academic and work experiences and hobbies are favored as undeclared advisors. Resumes are available to students and they are encouraged to request assignment to a particular advisor or express interests that will help in assigning them to an appropriate faculty member.

Because advising undeclared students falls outside regular departmental loads, undeclared advisors are paid a modest stipend during the academic year for the additional duties. Like the freshman advisors, they are assigned a maximum of twenty students and are paid additional stipends for advising at summer orientations. They, too, are encouraged to entertain the students they advise in their home to develop closer relationships in an informal setting, and are reimbursed for food costs.

The advantages of such an advisement system are numerous. Centralizing the coordination of the advising effort assures consistency throughout the university and the maximum availability of information and assistance for each advisor. On the other hand, responsibility for student advisement is decencentralized with each department taking care of its own majors. At the same time, undeclared majors -- an often neglected segment of the academic community -- are given much needed personal attention. Both freshmen and undeclared majors -- the students with the most unanswered questions -- are put in direct and frequent contact with faculty whose track records show they are willing and able to provide answers. Training of advisors becomes more feasible when a small number with a common task are designated. With a centralized office monitoring warning signs, students can be helped with problems before they become unsolvable.

In addition to these benefits, the end result of intensive advisement should be higher retention. An added attraction is the minimal cost of such a program, which makes it feasible for an institution. One need only put pen to paper to discover how few students need to be retained to pay for such a program. As a person-centered institution, TCU has instituted its program of intensive advisement in hopes that its students will reap the benefits by making maximum use of institutional resources in clarifying goals and developing academic plans consonant with those goals.

AN ALTERNATIVE TO THE TYPICAL FRESHMAN YEAR IN COLLEGE

or Advising the Exploratory (Undecided) Student

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INTRODUCTION

The exploratory or undecided college student has come of age. Their early entry into higher education was met with less than an enthusiastic welcome. In fact, the welcome mat was, for many of these students, withdrawn.

In the early 30's undecided students were labeled as "inferior" academically as well as personality-wise. No wonder that for many exploratory students in higher education a low self-concept was present. The climate for these students changed very little until the 1970's. During the 1970's a new approach and attitude emerged, brought along by these students, calling for recognition and special student development services. Administrators began searching for answers to such questions as: "What causes these students to be undecided?", "Are there differences between these students in terms of academic potential, academic performance, and personality factors?", "What kinds of services should be provided for these students?" On many campuses, efforts have been concentrated to answer these questions. For the most part, there is now a greater acceptance and understanding of the exploratory or undecided student. However, there is still a long way to go.

One of the greatest thrusts to student expectations in terms of what college can do for the student is seen as coming directly from academic advising.

Academic advising is without a doubt the most demanding of all the counseling roles. When one considers the fact that people's future, if not their total lives, hang in the balance, the influence of the academic advisor should become quite apparent. There are many students who fail to reach their full potential (this fact is not entirely the blame of the academic advisor). On the contrary, it is suggested that because of the advisor's special unique and personal efforts students will (and have) grown and learned in an academic environment.

This growth process and the positive experience gained by the student through the advising process is the basis of this paper dealing with advising the exploratory (undecided) student in higher education. The academic advising process is very similar to a particular philosophy of life. It goes, "I can give you a fish and you will eat for a day -- I can teach you to fish and you'll eat for a lifetime." Hence academic advising as a process is seen as a very important function within the total academic process.

The advisement function in higher education is a process of assisting the students to determine the important goals and directions necessary in the decision-making process not only at the beginning of the college experience but throughout the four, five, or six years. In a sense the academic advising process is never-ending.

The first category and perhaps the most important, is to first determine what the exact purposes and goals will be for the advising program. The essential reason for outlining the goals of the program is that it will aid greatly in determining in what direction the specific institution will take, in terms of defining the advising process. Knowing the type of institution, i.e., Highly Competitive to Non-Competitive, will add insight into the direction of the institution because the type of institution will establish the "type" of students it wishes to serve.

Those in charge of student development programs all agree that students are important -- but many questions should follow -- "OK, Just how important are they?" "What services are provided to facilitate student growth?" "What research has been conducted to follow up on the graduate?" "What are the attitudes of students toward the Academic/Advising process?" and "What are the attitudes of the faculty toward students and the advising process?" These questions, I feel are significant and they point to a strong conclusion with regard to just how important the students really are and what services are provided to help these exploratory students achieve at a level of their ability.

It is necessary at this point to define two terms which are significant to the total concept of academic advising. These terms are:

1. Academic Advisement: Commonly refers to course selection and career development. General academic advisement is usually connected in some way with an academic department.
2. Counseling: Commonly refers to either individual or group interaction whereby the central focus is the total exploration of personal feelings and needs.

Within the framework of academic advisement, it is necessary to explore two schools of thought -- namely, advisement and the advising process as seen through a CONTENT Orientation and through a PROCESS Orientation.

The content approach is associated with having adequate materials such as course descriptions, catalogues, brochures, requirement sheets, and pamphlets such as "What one does with a major in English," to name but a few possible items. The process approach believes that the central theme of the advising model should be people oriented. Again, the advising model is seen as a perpetual process. In addition, this approach seeks to get the students to get in touch with themselves in terms of the students' perceived needs, values, concerns, hopes, joys, fears, etc.

The writer sees the need for both worlds to include both the content and the process resulting in the concept of viewing the academic advising model as a perpetual process.

THE EXPLORATORY STUDENT

The "What's-your-major syndrome" has caused a large number of beginning college students in both two year and four year institutions to enter exploratory or undecided on their initial enrollment. These exploratory students have caused student personnel people a wide range of concern for two reasons:

1. Their growing numbers.
2. How to deal with them. (Estimates of these students entering colleges and universities in 1977-78 range as many as 85% of the student body enter exploratory or change their initial enrollment during the first semester.)

There is concern also for the term undecided or exploratory. Some critics feel that this term does much to support these students and also cause a great deal of unwarranted publicity.

There is also a school of thought that suggests, quite powerfully, that in effect -- ALL STUDENTS ARE EXPLORATORY in some way, shape or form. Graduate students could also be included in this category for many are themselves, exploratory.

The writer feels strongly about allowing students to enter as they feel they want to enter -- if students feel positive about their initial choice -- that's great; but, if students feel positive about saying -- "I'm not ready to make a major choice" -- that's great too. The writer feels that what a person selects is not as important as the approach the student takes at arriving at his/her decision.

This paper concentrates on the students of the late 70's and suggests an an alternative the allowing of students a greater voice in their own decision-making process. The major vehicle for allowing this to happen can best take place through the many sincere and dedicated academic advisors who consider it both an honor and a pleasure to work with students. These people ought to receive a great round of applause for their efforts.

There are a great many different definitions of undecided or exploratory. Each two and four year institution has taken steps to assist these students in one of a variety of ways. There are students who are decided as to a particular college but aren't sure as to what specific area. There are students with perhaps two, three, four or maybe more possible choices. Then too, there are those students who are attending college but for many reasons have no real short-term, much less long-range goal in mind.

The reasons for students entering this way are many. For example, many students feel pressured into making the initial choice of a major field, and in fact feel some guilt feelings about saying, "I think I'd like to change my mind, but I feel bad about this -- I wish I knew what to do."

In addition, students enter colleges with at least a tentative occupational choice in mind (it may be in the back of the mind and this in effect is a part of the solution). The occupational choice for many is once again based on a somewhat biased information base (which is understandable when one considers how few professional counselors, advisors, and teachers actually started out in their original chosen professions).

Then add the natural ingredient of change. Change -- the one word that is used probably more and more in terms of relating a possible career choice. Certainly there is going to be change, but perhaps we should not always paint the doom and gloom picture.

It is interesting and rather significant to review how involved students have been in terms of responsibilities and in terms of decision-making abilities and experience. Some, but not everyone, have had extensive experiences -- therefore, the real determining factor has to center on allowing these students an opportunity in the decision-making process.

ADVISING PROCESS/EXPLORATORY STUDENTS

Orientation/Advising/Registration Models have become popular in recent years, largely because of their ability to handle large numbers of students. The programs usually include an overview of student services, a general approach to personal education clarification and assistance (advisement) with signing up for classes.

The use of peer counselors/advisors has risen to a high level of acceptance. There is, however, a growing concern as to their real purpose and function in relation to the advising role.

The writer prefers the one-on-one advising situation. One important reason is to give the academic advisor an opportunity of becoming, at a very early point in time, the "significant one" in the student's academic life. As mentioned before, in many institutions the advisement function is tied to academic departments. This sytem is outstanding as long as advisors are selected because they want to be advisors. When this rule is followed, a consistency will be built in, allowing these advisors to function the way they would like to.

In working with the exploratory student, as well as with the total student body, a key perception is to develop a keen ability to listen to the student, seeking various clues and feelings the student is actually bringing with him/her.

Should the advisor unload three trucks of academic information, the student will not have any chance to express his/her personal feelings about what they're interested in or what their initial feelings are. The initial process, then, is to carefully ask probing type questions that will enable the interested advisor to simply sit back and listen to what the student wants. The ultimate goal is to get the student to talk about himself/herself with the purpose of identifying the one-two-three or more areas that are of extreme importance and interest to the student. This then constitutes the building block, but the student has to tell the advisor -- the advisor cannot tell the student what he/she is interested in.

The first semester has to be the most important in terms of whether the student will return for future enrollment.

Emphasize the positive with the exploratory student because it may be the first time in a long time anything positive has been directed their way. Build upon what the student has done and can do. It is necessary, of course, to talk about increasing background, but wait for a while to throw these out -- wait until the student is ready.

The advisor is a positive model for the exploratory student which means he/she must above all remain human. Perhaps again, people are more impressed to have other people listen to them than they are to have people display their intelligence.

Needless to say, that in talking and listening to the exploratory student, one should keep a friendly smile. This will put the exploratory student at ease, and will make the person feel there is something positive about himself/herself.

Figure I represents the concept that exploratory students, if allowed to express themselves, will verbalize the kind of things they see in themselves in positive ways. Don't shy away from giving suggestions if asked as long as they are within the realm of realistic accomplishments. The belief contained with this concept is to make the first semester for the exploratory student as positive as possible. The research is clear as to the importance of the first semester. The greatest number of withdrawals take place during the first semester.

FIGURE I

FIRST SEMESTER MODEL OF COURSE SELECTION FOR THE EXPLORATORY STUDENT

1-2 courses or 25% of class load	Exploratory-type courses allowing the student freedom to choose courses to check out possible avenues.
3-4 courses or 75% of class load	Selection of courses based on exploratory student's perceived and immediate needs, i.e., to fulfill basic core requirements.

Figure II represents the various dimensions and interrelationships between the Self, the World of Work and the Education and Training modules. The advisement process for the exploratory student is concerned about the three variables, but in particular and during the first year the "Self Variable" is of prime importance and consideration.

FIGURE II
CAREER AVENUES
EXPLORATORY STUDENTS

Self	World-of-Work
Interests	Nature
Abilities	Status
Needs	Responsibility
Values	Training
Self-Concept	Income
Priorities	Future Shock
Attitudes	

Education & Training

Type	Course Requirements
Time	Major Field
A.A.	Minor Field
B.A.	Ph.D.
M.A.	M.D.

Students enter college, for the most part, because of perceived occupational choices. Undergraduate degrees are the stepping stones to the real rewards, i.e., M.D., J.D., etc. Therefore, the academic advisor must be aware of the interplay between perceived educational goals and perceived occupational goals.

At one time or another in the advising session the advisor will be asked, "What can I do with a major in ...?" or "Will this course do me any good?" or "Why do I have to take English?" Good questions, right? How do you answer? Of course, the ideal response is to have access to realistic information to give an appropriate response. These are some questions that, by the very nature of the question, probably can't be answered.

It's best to say, "Gee, I don't know -- perhaps we could find out together!" The advisor should be ready for these questions and in fact, welcome them with open arms.

There are a couple of significant questions that relate directly to anticipated or expected outcomes. What are the student's goals with reference to the academic process? What are the student's expectations? What allowance is made for student change? How is change viewed, i.e., by the academic advisor?

The initial goal of the student is to get a class schedule which is consistent with what the student feels will best meet his/her most immediate needs as fulfilling basic requirements.

It is probably true that for the most part the student feels, because of past educational experiences, that for most the first semester's class schedule will be pretty much set with little or no chance of direct input into saying -- "If I had my choice I would like to consider these points." I submit then, why not strive to meet the initial goal of the student, i.e., getting classes and a semester's schedule which is totally consistent with what the student perceives to be his/her immediate goals?

USE OF THE ACT IN THE ADVISING MODEL AND THE EXPLORATORY STUDENT

The overall purpose and goal of using the ACT in the advising process for the exploratory student is to (1) get the student to relate to the various components and (2) to identify with the categories and to identify with their special needs.

The ACT Profile Sheet is a very valuable instrument for use with the exploratory students -- and all students in the context of the academic advising process.

The subject area scores and predictive data ought to be presented at a very early step in the advising process. Because the student's high school grades are self-reported, this category can be a valuable starting point. The importance here is to allow the student to reflect on his/her past academic record. The self-concept of the student in terms of academic aptitude can be fully disclosed at this point.

Next, the scores could be explained in terms of the local and national norms. It is important here to allow the student the complete opportunity of once again putting in his/her own words in terms of what the scores actually mean to them. It is suggested that the scores and grade report be dealt with openly and sincerely. Students that have low ability should begin to explore other avenues of potential opportunities -- if a student is never allowed to verbalize these feelings -- the feelings themselves will be suppressed and will possibly never emerge.

The next category in the ACT is the overall GPA predictions. Of course, the advisor should fully recognize that regardless of the research, such predictions are no better or worse than a simple flip of the coin or fifty percent. What is important, though, is the total allowance of the student to express his/her personal feelings in terms of the reported results.

The next section deals with Specific Course Predictions. The "overall" category, of course, indicates an overview of the mean, whereas, the specific English, Math, Psychology 101, or Biology 102 are specific and thus can be examined with the probability of getting a grade of "C."

The sections below the academic prediction scales are by themselves very valuable. The results are self-contained, i.e., each item was answered by the student and therefore represents a self-reporting and perception of the various items.

Time should be spent on the "Educational and Vocational Plans." This will represent the first time formally, at least, the student is confronted with -- "I see you are interested in doing ..." and "I see you are interested in majoring in ..."

The advisor who is sensitive to the individual student fully recognizes the full potential of this category -- generally students are very relieved when told and assured that many, if not 80% of the students, really deep down are "not really 100% sure of their educational/vocational choice; but for all practical purposes need time to explore courses themselves, and the world of work and institution before making the final decision." "Also, at this point it may be beneficial to point out that many people, even with specific major and college degrees, changed their minds before actually selecting the final choice."

The section dealing with "Special Educational Needs and Interests" is also a valuable self-reporting category. It would do the advisor good to pay particular attention to the "Indicated Need for Help In," "Indicated Interest In," and "Advanced Placement In" categories. Valuable clues to the student's self-concept can be contained in these three areas and students are excited to be able to talk about what they perceive to be their personal need chart. The out of class accomplishments is yet another dimension to allow students the complete freedom to explore themselves.

For the student who is definitely not sure about the initial major, the ACT Interest Inventory and the backside of the Profile, the Map of College Majors and the World of Work Map can be a positive step in self-direction and personal growth. Students want the opportunity of exploring different options within the educational and world of potential occupational choice.

The advisor, hopefully, is aware too of the various tests and assessment items that could be suggested to the student for future review and use. The tests, of course, will not tell a student what to do, but will aid in the selection and sorting out process necessary in the decision-making process.

In conclusion, the ACT Assessment is without a doubt a very valuable advising tool that can be put to great uses and benefits with exploratory students.

SUMMARY

The student ought to feel, at some point in time, that the courses he/she is taking are important, and that the student feels good about the academic experience. This does not mean the student does not challenge the courses. The ultimate goal is to get the student to actively participate in the course selection process. This should then point to the ultimate fact that the student is encouraged to make decisions and to ultimately face the consequences of these decisions in an academic setting.

The academic advising process is a vital part of the total educational process. Although everyone agrees it (advising) is important, unfortunately little or no support is actually directed toward evaluating or improving the advising function. The amount of evidence to point to why students withdraw from institutions of higher education ought to be evident that -- advising can make the difference and it is important.

ACADEMIC AND CAREER ADVISEMENT PROGRAM

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Associate Dean of Students
University of North Florida
Jacksonville, Florida

The University recognizes that academic advisement and career planning are important parts of the total higher education process. In the past, these tasks have been conducted by either:

1. Complementary "mixed" systems involving instructors and trained counselors or;
2. "Pure" systems involving either trained counselors or instructors.

Both of these systems have come under widespread criticism from faculty and students.

Complementary "mixed" systems have been criticized for the lack of communication between counselors and instructors. The counselor has stayed in his area and the instructor in his. The resulting academic advisement has not accurately reflected the student's life and career goals nor has the career planning directly influenced his academic programming. The success of the complementary system depends on instructors referring students to the counselors. On many campuses these referrals are too few.

The "pure" system, employing only trained counselors has been criticized because the counselors lack expertise in particular academic areas and because they fail to become involved. More often than not, counselors neglect to use the academic knowledge of the instructors. Many of the trained counselors, keenly interested in personal counseling, have neglected academic and career advisement.

Furthermore, on some campuses the counseling office bears a stigma as a center for "sick"people to go. As a result of this reputation the counselors see few students except during registration.

The instructors themselves criticize the "pure" system, employing instructors only, claiming they lack the time to do academic and career advisement. Some view their institution's efforts to persuade them to undertake advising as an imposition or encroachment on academic freedom. It is apparent that on many campuses adequate time has been unavailable for the instructors either to do effective advising or to take the necessary in-service training to assist them in their capacity. Some instructors have openly expressed their dislike for the task of advising. Furthermore, students have complained that they cannot find their advisor when they need him, that he takes very little time with them, that he knows little about academic programs or careers and that he is unfriendly. Another criticism has been that advisors on academic year contracts are not on campus in the summer. This has resulted in students seeking advice from instructors who are not familiar with them and their programs. An additional side effect occurs when some instructors use the advising system to recruit students into courses and programs not of their own choosing.

Thus, some of the basic problems in the system have been:

1. Advisors who are not interested in advising.
2. Advisors who are not trained in all its aspects.
3. Advisors who do not have the time to advise or to receive proper training.
4. Advisors who are not on campus during the summer.
5. Advisors who do not relate to students.

6. Advisors who direct rather than advise.
7. Advisors who do not have adequate contact with other faculty.
8. Universities which consider academic advisement and career advisement to be separate entities.

In order for an advising program to succeed when using instructors as advisors, the following conditions must exist:

1. The program must be recognized by university personnel as important. Instructors must be rewarded for their contributions at the time of evaluation for rank, pay and tenure.
2. There must be an adequate number of advisors.
3. There must be a continuing in-service training program for advisors.
4. Only instructors who have sufficient interest in advising and who can adequately relate to students should serve as advisors.
5. There must be agencies and persons available for referral to deal with problems outside the advisor's training and duties.
6. There must be sufficient clerical help available to insure that advisors have information when they need it and do not have to perform extensive clerical tasks themselves.
7. Cooperation and coordination must exist among the Associate Dean of Students, the college deans and the department chairmen to insure the best use of advisor time in the best service to students.

8. Advisors must guard against using the program to recruit students into courses and programs they do not choose.
9. There must be a system of evaluation by students and faculty in order that the program may be modified to meet the changing needs of students and the university.

In an attempt to overcome some of the problems listed above and to meet the stated conditions for success, a personalized career planning program has been developed. In this program academic advisement and career advisement are not considered as separate entities but as integral parts of career planning. Career planning is considered a continuous process, and students are given the responsibility for making their own decisions throughout the process. Advisors are selected on the basis of their interest in students and their ability to relate to them, as well as their teaching ability and professional achievements. Advisors are assigned advisees who are majoring in the area in which they teach or a related area. Their offices are located in the same area as those of the other members of their department. The advisors receive continuing in-service training in academic advisement, career planning and understanding behavior. All advisors have twelve-month appointments.

The advisors give students personal attention and assist them in their exploration of life goals and their search for career goals. They help students select a major and schedule courses. They are also available for advice on academic and non-academic problems. To help students meet their personal needs, the advisors may refer them to other faculty members for specialized help, other university offices or community agencies in case of needs which cannot be met within the university. Other members of the university community may give individual attention to students seeking their assistance and refer those with special problems to the advisors.

PROGRAM ADMINISTRATION

1. The objectives of the Academic and Career Advising Program are to:
    A. Provide an opportunity for the student's educational experience to be more individual and personal.
    B. Assist the student in the exploration of life goals.
    C. Assist the student in the exploration of career goals.
    D. Assist the student in the choice of the reaffirmation of a major.
    E. Assist the student in the choice of courses.
    F. Assist the student in the scheduling of courses.
    G. Assist the student in overcoming academic problems.
    H. Serve as an agency which will refer students for personal counseling.

BASIC PREMISES FOR OPERATION OF THE PROGRAM

1. The Associate Dean of Students for Academic and Career Advising is responsible for developing and implementing the program.
2. The department chairman is responsible for his department's academic program and shares with the Associate Dean of Students the responsibility for

CRITERIA AND PROCEDURE FOR SELECTING UNDERGRADUATE ADVISORS

1. The college dean and/or department head recommends the candidate.
2. The candidate must profess an interest in serving as an advisor and a commitment to academic and career advisement.
3. The candidate must be willing to participate in intensive in-service education in academic and career advising.
4. A subjective evaluation is made of the candidate by the Associate Dean of Students with the assistance of a panel of advisors and a panel of students with special attention given to the following characteristics and attitudes:
    - A. Acceptance of self and others as persons of worth and dignity.
    - B. Openness or readiness for new experience (flexible).
    - C. Ability to think creatively.
    - D. Ability to listen.
    - E. Competency in test interpretation or ability and willingness to acquire this skill.
    - F. Sensitivity to the needs and feelings of others.
5. The Dean of Students and/or Associate Dean of Students and the college dean and/or department head must agree on the appointment.

"The University of North Florida (Jacksonville) has carefully selected about 25 of the 150 faculty to serve as academic/career advisors. These individuals

employing, supervising and evaluating advisors assigned to his department.

3. Academic and career advising will be a continuous process during which students are responsible for making their own decisions.
4. Formal undergraduate academic and career advisement will be conducted by selected advisors from the various colleges who teach half-time and advise half-time. Each student admitted to the university will be assigned to one of these advisors.
5. Other faculty members will be used as resource persons for consultations and referral.
6. Students will be responsible for completing and signing their request for schedule and official class registration schedule.
7. Advisees will be assigned to advisors on the basis of their stated preference of major.
8. Graduate advisement will be done by the student's major professor.
9. Personal or psychological counseling will be done off campus by selected referral agencies. Referrals will be supervised by the university's office of counseling services which will also be responsible for evaluating the services students receive from off campus agencies.
10. Academic and career advisement will be available to junior college students prior to enrollment at the university.

have been given special training in counseling techniques, career awareness, referral competence, etc. Their advising is under the jurisdiction of the Associate Dean of Students and he controls half their pay. The other half of their pay comes from the academic department where they are housed and where they teach (typically one 5 hour course per quarter). Most importantly, their performance as advisors is considered on a par with their teaching/research/service performance in determining tenure and promotion actions."

Bill Wharton
Associate Dean of Faculties
University of North Florida

ROLE OF THE DEPARTMENT CHAIRMAN IN THE ACADEMIC AND CAREER ADVISEMENT PROGRAM

1. The department chairman is responsible for the academic program of his department.
    A. He should be certain that the university Catalog clearly and accurately states the requirements for graduation, including the courses to be taken, for the majors in his department. He should notify the advisors of all changes made in graduation requirements.
    B. He should be certain that the advisor for students with majors in his department understands the requirements for graduation and any unique aspects in the majors or the courses. Thus, the department chairman is responsible for the advisor's in-service education with regard to his department's academic programs.

C. He is responsible for approving the academic programs of students with majors in his department. He may delegate this responsibility to one of his advisors.

D. He is responsible within his department for approving all student requests for changes from the stated departmental requirements of a major.

E. He is responsible within his department for determining the applicability of transfer credit as it relates to the academic degree.

F. He is responsible for deciding all other questions with regard to the academic program of his department.

2. The department chairman shares with the Associate Dean of Students the responsibility for employing, supervising and evaluating advisors.

A. The department chairman is responsible for identifying advisor candidate's credentials and recommending the candidate for evaluation by the Associate Dean of Students. Before employment is offered, there must be agreement between the department chairman and the Associate Dean of Students.

B. The department chairman is responsible for supervising and evaluating the advisor's performance of academic duties; this includes advisement with regard to curriculum and course selection within the degree program. Should the advisor's performance of academic duties be such that the department chairman would not want him to continue teaching, he could recommend to the Vice President and Dean of Faculties through his college dean that the advisor's employment be terminated. He may do this regardless of the advisor's performance of duties as an advisor.

C. The department chairman shares with the Associate Dean of Students his evaluation of the individual's performance of duties as an advisor. Should this performance be unsatisfactory, the Associate Dean of Students could, after discussion with the department chairman, recommend to the Vice President through the Dean of Students that the person's employment as an advisor be terminated. However, if the department chairman is satisfied with the advisor's performance of academic duties, he could recommend to the Vice President through his college dean that the person teach full-time in his department.

D. Recommendations for raises, promotions, leaves of absence, tenure and reassignment of responsibilities are made by the advisor's department chairman and the Associate Dean of Students. The department chairman and the Associate Dean of Students meet and discuss their recommendations. When appropriate, they discuss their recommendations with the department chairman's dean. The department chairman makes his recommendation to the Vice President through the appropriate dean, and the Associate Dean of Students makes his recommendation to the Vice President through the Dean of Students.

IN-SERVICE EDUCATION OF ADVISORS

There are at least three broad areas in which the advisor should receive in-service education: working with students, career advisement and academic advisement. The following describes some of the topics to be included in each area and outlines suggested responsibility for planning and implementing the training in each area.

Working with Students:

1. Understanding behavior, including recognizing psychological problems. (Training by Psychology Department and/or Dean of Students' Office and/or outside agency.)
2. Helping students with their problems, including how and how not to. (Training by Psychology Department and/or Dean of Students' Office and/or outside agency.)
3. Referral, including when, how and follow-up. (Training by Psychology Department and/or Dean of Students' Office.)
4. General procedures for advising. (Dean of Students' Office.)
5. Services available for students. (Dean of Students' Office.)

Career Advisement: (Training by Dean of Students' Office and/or Department Chairman and/or outside agency.)

1. Procedures for helping the student explore life and career goals.
2. Occupational information: how to gather and how to use.
3. Testing: when and how to use.
4. Referral: when and how to use.
5. Specific job information.

Academic Advisement:

1. University academic regulations and procedures, including general graduation requirements, drop/add procedures, withdraws, proceduring, registration, forms used by Registrar's Office, etc. (Training by Registrar's Office.)
2. Understanding the various colleges, including their philosophies, objectives, general programs and their relationships with one another. This would be for all advisors. (Training by college deans.)
3. Understanding the various majors within each college. Advisors would be separated by college for part of this training. This should include graduation requirements and any unique aspects in the majors or the courses. (Training by college deans and/or department chairmen.)
4. Helping students overcome academic problems. (Training by Dean of Student's Office and Psychology Department.)

Advisor Evaluation:

1. Evaluation of the advisor by his department chairman.
    - A. The department chairman is responsible for evaluating the advisor's academic performance.

If the advisor is not adequately performing his academic duties, the department chairman could recommend to the Vice President through his college dean that the person's employment be terminated the next year. He may do this regardless of the person's performance of his duties as an advisor.

B. The department chairman evaluates the advisor's performance of advisor duties and shares this evaluation with the Associate Dean of Students.

C. The department chairman can recommend to the Vice President through his college dean whether or not a faculty member should continue as an advisor.

2. Evaluation of the advisor by his advisees.

    A. Students who have problems with their advisor may discuss them with the Associate Dean of Students and/or the department chairman.

    B. At least once each year students complete an advisor evaluation questionnaire. The questionnaire is prepared by the advisors and/or the Associate Dean of Students.

3. Evaluation of the advisor by the Associate Dean of Students.

    A. He assimilates the information received from the department chairman and the advisees pertaining to the advisor's performance of advisement duties.

    B. He conducts regular performance appraisals with each advisor discussing the evaluation.

C. He discusses whether or not a faculty member should continue as an advisor with the department chairman and, when appropriate, with the college dean.

D. He recommends to the Vice President through the Dean of Students whether or not a faculty member should continue as an advisor.

Program Evaluation:

1. Evaluation of the program by the advisors (both formal and informal.)
   - A. The formal evaluation includes a program evaluation questionnaire to be completed by the advisors at least once a year. The questionnaire is prepared by the advisors and/or the Associate Dean of Students.
   - B. The informal evaluation includes individual conferences between the advisor and the Associate Dean of Students and periodic group meetings of the advisors with the Associate Dean of Students.
2. Evaluation of the program by the faculty. (This includes deans and department chairmen.)
   - A. Faculty members are encouraged to discuss the program with the Associate Dean of Students.
   - B. Once each year faculty members will be asked to complete a program evaluation questionnaire prepared by the advisors and/or the Associate Dean of Students.

3. Evaluation of the program by the students.
    A. Students are encouraged to discuss the program with the Associate Dean of Students.
    B. At least once each year students will be asked to complete a program evaluation questionnaire prepared by the advisors and/or the Associate Dean of Students.
4. Evaluation of the program by the Associate Dean of Students.
    A. He assimilates the information received from the advisors, faculty and students.
    B. He recommends to the Committee on the Academic Program any changes that should be made in the program.

The Role of the Faculty in the Academic and Career Advisement Program:

1. Selected faculty serve as advisors. (See pg. 3.200 CRITERIA AND PROCEDURES FOR SELECTING UNDERGRADUATE ADVISORS.)
2. Faculty serve as resource persons for consultation and referral.
    A. Each advisor is furnished a list of faculty and their expertise.
    B. Advisors should refer students to faculty for academic information, course information, job information, career information or help in other areas for which the faculty member is qualified to offer assistance.

3. Faculty refer students with problems to advisors.
    A. A student experiencing academic problems which the faculty member is unable to resolve should be referred to his advisor. The Referral Form should be used and should be submitted as early in the quarter as possible.
    B. A student experiencing personal problems should be referred to his advisor using the Referral Form.
4. Faculty assist in the evaluation and planning of the academic and career advisement program.
    A. Faculty are encouraged to discuss the program with the Associate Dean of Students.
    B. Once each year faculty complete a program evaluation questionnaire.
    C. Faculty serve on committees related to the Academic and Career Advisement Program.

DUTIES OF THE ADVISORS

The advisor is responsible for helping his advisees explore life goals and career goals, choose a major, choose and schedule courses and overcome academic and personal problems. The following lists the competencies required of the advisor and outline his specific duties in each of the areas.

Exploration of Life Goals:

1. Competencies Needed.
    A. Knowledge of student characteristics and development.
    B. Knowledge of his own limitations in helping the advisee.

C. Understanding of the decision making process.

D. Skill in assisting the student to express himself.

E. Appreciation of individual differences.

F. Belief in worth and dignity of all men.

G. Belief that all have potential.

H. Knowledge of referral agencies and the procedure for referral.

I. Knowledge of psychology and sociology.

2. Duties.

A. Discuss with the advisee his goals.

B. Refer the advisee who has financial needs to the Director of Financial Aid.

C. Refer the advisee for vocational and other testing.

1. Introducing tests.

a. Tests are introduced when the advisee, either overtly or covertly, indicates a desire or need for the kind of information tests can provide.

b. The advisor explains to him the type of data appropriate tests can supply, describing them in non-technical terms.

c. The advisee then decides whether or not he would like to be tested.

d. If the decision is affirmative, the advisor arranges for the administration of the appropriate tests through the Dean of Students' Office.

2. Communicating test results: If the advisee is to use the results of tests, he must

understand them and be able to accept them.

- a. The advisee should not be faced abruptly with the test findings, nor should they be presented all at once.
- b. The advisee should be given opportunity to express and discuss his reactions and feelings both to the testing experience and tests results.
- c. When feelings are expressed, the advisor should recognize them and respond to them in an understanding manner. They should not be ignored nor passed over.

D. Refer the advisee to other agencies or persons for help with exploring life goals.

E. Participate in a program of in-service education related to the exploration of life goals.

Exploration of Career Goals:

1. Competencies needed.
   - A. All of the skills, knowledge and attitudes listed in Exploration of Life Goals.
   - B. Knowledge of vocational fields: he should know what careers are available, what the job opportunities are and what the salary ranges are.
   - C. Knowledge of the following with regard to specific job:
     1. Duties -- nature of work.
     2. Qualifications for obtaining employment.
     3. Educational preparation required.
     4. Employment outlook.

        5. Number of workers employed in the occupation.
        6. Methods of entering the occupation.
        7. Advancement opportunities.
        8. Related occupations.
        9. Earnings and other rewards.
        10. Conditions of work.
        11. Typical places of employment.
        12. Organizations.
        13. History of the occupation.
        14. Importance of the occupation.
        15. Other advantages and disadvantages.
    D. Knowledge of available vocational information and where to locate it.
    E. Skill in interpretation of selected tests.
    F. Understanding of the changing nature of work in society.
    G. Acceptance of all fields of work as worthy and dignified.
    H. Recognition that career choice is a process extending over years rather than a single event.

2. Duties.
    A. Explore with the advisee his career goal.
        1. Create an atmosphere of acceptance and understanding in which the advisee is not under pressure or threat.
        2. Allow and encourage the advisee to express his "self" in terms of his needs, conflicts, anxieties, hopes, desires and his expectations as they relate to aptitudes, abilities, interests and concepts of work and occupations.
        3. Provide the advisee with information about himself -- past academic record, test scores, etc.

4. Assist the advisee to explore career possibilities through use of occupational information.
    a. Occupational information is introduced into the advising process when there is a recognized need for it on the part of the advisee.
    b. Occupational information is not used by the advisor to influence or manipulate the advisee toward a particular career.
    c. The most objective way to provide occupational information is to encourage the advisee to obtain the information from original sources, such as publications, employers and persons engaged in the occupations.
5. Help the advisee to relate information about himself and about occupations so that he develops career plans and goals.

B. Accumulate appropriate up to date material which can be given or loaned.
C. See that the library has career materials available for use by students.
D. Participate in a program of in-service education related to the exploration of career goals.
E. Refer students to other sources of career information, such as faculty, library, private agencies, public agencies.

Choice or Reaffirmation of a Major:

1. Competencies needed.
    - A. Knowledge of majors available in the university.
    - B. Knowledge of requirements of majors (special entrance requirements, special fees, special time commitments.)
    - C. Knowledge to how others have performed in the major.
    - D. Knowledge of follow-up success of those who have completed the program.
    - E. Knowledge of available jobs for students who complete the major. (See Exploration of Career Goals 1.C - pg. 3.212)
2. Duties.
    - A. Study the advisee's past academic record prior to meeting with him.
    - B. Discuss the choice of a major with the advisee.
    - C. Assist student in changing major and/or advisor.
    - D. Refer student to other faculty for academic information.
    - E. Participate in in-service training related to college majors.

Choice of Courses:

1. Competencies needed.
    - A. Knowledge of courses available.
    - B. Knowledge of any special information regarding courses. (Are there prerequisites? What is the frequency of the course offering? Does the course meet the graduation requirements? What is the appropriate sequence?)
    - C. Knowledge of academic rules, regulations and fees.

  D. Knowledge of honors and remedial courses.
  E. Knowledge of instructors and their teaching styles.
  F. Knowledge of advisee's academic ability.
  G. Knowledge of course content.

2. Duties.
  A. Study the advisee's past academic record.
  B. Assist the advisee in selecting courses.
    1. Point out to the advisee the graduate requirements which have been fully satisfied by work transferred into the University.
    2. Explain to the advisee the graduation requirements yet to be completed at the University, including identification of specific courses which will meet these requirements.
    3. Review when needed the appeal procedures for requesting a re-evaluation of transfer credit.
    4. Assist the advisee in correlating courses with his life and career objectives.
  C. Refer the advisee to other faculty for additional course information.
  D. Participate in in-service training related to courses required for various majors.

Scheduling of Courses:

1. Competencies needed.
  A. Knowledge of schedule.
  B. Knowledge of procedures for scheduling and changing the schedule.
  C. Knowledge of drop/add, withdrawal dates, etc., the fees related to these and the procedures

for implementation.

   D. Knowledge of advisee's work and commuting requirements.

2. Duties.
   A. Assist advisees who request help with the scheduling of courses.
   B. Participate in in-service training related to scheduling courses.

Overcoming Academic Problems:

1. Competencies needed.
   A. Knowledge of academic regulations.
   B. Knowledge of sources available for helping students with academic problems.
   C. Knowledge of how learning best takes place.
   D. Skills in using motivational techniques.
2. Duties.
   A. Meet with each advisee who is having academic problems.
   B. Assist the advisee in deciding what to do about his academic problems.
   C. Meet with the department chairman and/or college dean to decide the action to be taken regarding the advisee who is making unsatisfactory academic progress and who is unable to overcome his academic problems.
   D. Refer the advisee who is having academic problems for help either on-campus or off-campus.

Overcoming Personal Problems:

1. Competencies needed.
   A. Knowledge of behavior indicative of psychological problems.

- B. Knowledge of his own limitations in helping the advisee.
- C. Ability to listen.
- D. Ability to be empathetic: convey a willingness to help without become overly involved or trying to solve the advisee's problem for him.

2. Duties.
   - A. Serve as a friend who is willing to listen to the advisee and help him verbalize some of his minor personal problems -- without attempting to do psychotherapy.
   - B. Refer the advisee for help with personal problems. There may be a legal as well as a moral factor in trying to do something one is not professionally qualified to do.
     1. Advisees with psychological problems for which the advisor has not been trained should be referred to the Dean of Students' Office.
     2. Referral should be followed up by the advisor. The following questions need to be answered:
        - a. Did the advisee keep the referral appointment? If not, why not?
        - b. Was the appropriate source of help selected?
        - c. Could the referral have been better executed administratively?
        - d. Did the advisee feel the referral was properly carried out?
        - e. Does the advisee feel he was helped by by the referral?

3. Participate in a program of in-service education related to the personal problems of students.

SUPPORT SERVICES

Counseling Services Office:

1. Consulting.
    - A. Assists in the in-service training of advisors in the areas of understanding behavior, testing and advising techniques.
    - B. Serves as a resource for advisors and others who work with students who have personal problems.
    - C. Provides advisors with information pertaining to new developments in advisement.
2. Counseling.
    - A. Screens referrals for personal counseling. (All referrals for personal counseling should be made through Counseling Services.)
    - B. Performs some personal counseling.
    - C. Refers a limited number of students for personal counseling to the Department of Psychology.
    - D. Refers students for personal counseling to selected off-campus agencies.
3. Testing.
    - A. Screens referrals for testings.
    - B. Administers the College Level Examination Program.
    - C. Administers aptitude tests.
    - D. Administers interest and attitude tests.
    - E. Administers other Personality tests.
    - F. Refers students to selected off-campus agencies for psychological evaluation.

Career Planning Office:

1. Cooperative education.
    - A. Provides on the job training for students in their major fields of study.
    - B. Provides opportunities for students to meet employers and to learn about specific requirements for specific jobs.
    - C. Assists in permanent job placement for students after graduation.
    - D. Provides opportunities for advisors to meet with employers.
    - E. Offers students opportunities for career experimentation thereby providing advisors with insight into students' reactions to different careers.
    - F. Provides advisors and other faculty lists of employers who would be interested in training students in different majors or who could provide earning experiences for their students.
    - G. Provides students and faculty information regarding the academic background needed for certain kinds of careers.
    - H. Provides curricula information to appropriate faculty in order to meet the needs of the student for particular employment. For example: Social workers need courses in management, insurance and public administration.
    - I. Provides advisors xerographic copies of job descriptions regarding cooperative education experiences available.
2. Placement.
    - A. Provides advisors with information about job opportunities available to graduates. (Salaries

and geographical location.)

B. Provides advisors with information regarding employment outlook for prospective graduates.

C. Identifies and reports major fields of study that should be explored or should not be explored in relation to job placement and reports occupations which seem to be phasing out.

D. Provides advisors with xerographic reports describing jobs currently available for graduates.

E. Provides opportunities for advisors to meet with employers.

F. Provides advisors with general occupational information.

G. Assists advisors and students in educational and career planning. Through individual conferences with students, placement personnel may assist them with career exploration. With the student's permission, this information may be shared with an advisor thereby exploring vocational opportunities not otherwise considered.

H. Conducts follow-up studies of student job success and shares this information with advisors.

I. Provides advisors with information regarding future manpower needs.

J. Requests occupation information from library for student and advisor use.

K. Makes periodic reports to advisors regarding number of positions filled and number of

requests for student employment made by prospective employees.
  - L. Conducts surveys to determine areas of employment available to students and graduates.
  - M. Conducts surveys of community agencies to determine their personnel requirements and educational preparation needed.
  - N. Assists students in job placement.

3. Computer career system (to be developed).
  - A. Provides information about specific occupations.
  - B. Provides information about graduate schools.
  - C. Provides evaluation of student's potential for success in a particular occupation.
4. Career information in the library (see the career bibliography for an up to date listing of titles.)
  - A. Vertical file of career materials including occupational monographs, briefs and abstracts.
  - B. Books.
  - C. Periodicals.
  - D. School catalogs and bulletins.
5. Career planning materials in the media center.
  - A. Provides information on how to interview for a job.
  - B. Provides information on how to apply for a job, including how to write a resume.
  - C. Provides information on how to reach career decisions.
  - D. Provides information about various occupations.

Academic Enrichment and Skills Center:

1. Tutorial services.

A. Provides one to one tutoring in a variety of subject areas.
B. Provides small group tutoring in:
   1. reading
   2. writing
   3. math
   4. oral communications
   5. study skills
C. Provides resource materials for a variety of subject areas.
   1. ALEX, Accounting: A Learning Experience.
   2. Filmstrips, books, programmed learning materials.
   3. Languagemaster - a complete language development program.

2. Enrichment activities.
   A. Sponsors an annual writing contest.
   B. Sponsors the UNF Forensics Team.
   C. Co-sponsors with Counseling Services Self-Hypnosis Classes.
   D. Co-sponsors with Counseling Services Assertiveness Training Classes.
3. Sponsors a special services program designed to provide support services to the educationally, financially, or culturally deprived students.
4. Testing.
   A. Administers a diagnostic reading test.
   B. Administers a diagnostic writing test.

STUDENT ADVISING
AT THE UNIVERSITY OF TENNESSEE

Once a student is admitted, the University accepts certain responsibilities for his guidance and placement in order that he may secure the greatest benefit from his university work.

At his first registration each student is assigned an adviser. The primary duties of the adviser are to assist the student in selecting his subjects so that he may secure a well-rounded education, and to aid him in interpreting the requirements. The responsibility for the selection of courses rests, in the final analysis, upon the student, and it is not the province of the adviser to refuse approval of a course which the student elects. It is the full responsibility of the student to meet the requirements of his courses of study in their proper order, so that he may not in his senior year find himself ineligible for graduation.

SELF-ADVISING

A student may elect to be self-advised, providing:

1. He has completed one quarter in residence at the University of Tennessee, Knoxville (with at least a 2.0 on his course work). The student's name will be placed on a Self-Advising List maintained by the Office of Admissions and Records, and he may sign his registration materials.
2. A student's name will be removed from the Self-Advising List if his cumulative grade point average falls below 2.0. To be reinstated, he must attain a cumulative grade point average of 2.0.

3. The Associate Dean for Undergraduate Programs, College of Education, must approve the schedules of all undergraduates who wish to take more than a normal load of course work during a quarter. A maximum load for a student in the College of Education is 20 hours. Most students carry no more than 18 hours.

Eligible students are reminded that the self-advising privilege extends only through the respective add and drop deadlines.

At the opening of each quarter the student is urged to consult with his adviser concerning his choice of studies. He is also urged to confer with his adviser frequently during each quarter. Each student will be assigned an adviser at the College orientation session or when he first enters the College. Advisers may be changed upon request for whatever reason.

The College of Education maintains a Student Advising Center designed to supplement regular faculty advising.

ADVISER-ADVISEE RELATIONSHIPS

You are the special concern of your adviser. He wants to help you make the best choices in preparing for your professional career. He can suggest the best sequence for the courses you will be required to take and help you to select electives that will broaden your general knowledge or expand your specialized interest.

We urge you to see your adviser often for advice, counsel, or just to get acquainted. Whether or not you talk to an adviser, the responsibility for the selection of courses rests, in the final analysis, upon you. Yours is the responsibility not only for choosing your electives but also for meeting all specific graduation requirements. You should keep your grade reports, learn in what quarters required courses are offered, and keep your own records of your progress toward graduation.

ADVISING SESSIONS

Your adviser is available for consultation whenever you need to discuss your academic program or other problems. You may stop by his office during his posted office hours, or you can make an appointment for a specific time to avoid a wait or other possible conflicts.

Besides these "drop-in" sessions, you will see your adviser for two other types of consultations:

1. Long-range planning sessions-academic progress review. This advising will assist students in preparing course schedules up to one year in advance. Such consultation will minimize the need for extended advising during the limited advance registration period.
2. Advance registration. The University designates a period each quarter as the pre-registration period. Even though you are eligible for self-advising (have completed at least 12 hours of course work, have a 2.0 over-all average, and are requesting a schedule of not more than 20 hours), you still may wish to talk with your adviser about your course of study. Students who are NOT eligible for self-advising MUST see their adviser and have their schedules approved and signed by him or her.

OTHER COUNSELING SERVICES

Your faculty adviser is primarily an educational-vocational adviser. He is not a professional counselor, although he will be glad to discuss personal-social problems that might be affecting your academic work. Your adviser might suggest that you utilize the services of the Student Counseling Center, where professional counselors work with students in a setting that allows confidential discussion of student concerns. You may seek help on a specific problem or with your general adjustment to academic life. Psychological tests may be used for self-evaluation and occupational guidance information.

The following two papers were presented at the ACT-VACRAO 1976 and 1977 Summer National Seminars on Student Admissions and Retention. They were prepared by the staff of the Center For Academic Advising at the University of Utah.

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THE ACADEMIC ADVISEMENT CENTER: A MODEL AT THE UNIVERSITY OF UTAH

INTRODUCTION

The purpose of this paper is to briefly review the developmental process that occurred in the creation of a new student service agency from its original conceptual design to its present organizational pattern. In an attempt to provide clarity and structure to the sequence of events that led to the emergence of the Center for Academic Advising as a new agency, this presentation will be divided into four portions.

The first portion will focus on the historical antecedents and need analysis data which supported the development and creation of a new academic advising service. The second will review some of the management tasks and problems encountered in the developmental stages. The third portion is a brief presentation of the organizational structure, functions and services that are presently being provided. The final portion is a summary and evaluation of the development to date.

HISTORICAL ANTECEDENTS

Prior to 1972, the responsibility for academic counseling at the University of Utah was assigned to selected faculty members who were appointed by their respective deans, with the approval of the Director of General Education and the Dean of Students. These individuals were to provide assistance in program planning, registration, academic standards and adjusting to the University. Students who had not selected a major prior to entering the University were assigned to a "selected" faculty or staff member designated as a General Education Counselor until a major academic field was decided upon, at which time the student was assigned a departmental faculty advisor.

In an attempt to evaluate the helpfulness and effectiveness of this procedure for academic counseling, several campus surveys were conducted by both an external marketing organization and internal staff from the Dean of Students' Office. Some of the resulting data revealed that advising in the "academic elements" of the University (e.g., General Education requirements, interpretation of entrance and placement scores, availability of campus resources, registration, etc.) was the service that most students desired and yet felt they received the least.

The reason students were not receiving the assistance they needed was related to several factors:

1. There were few incentives (e.g., released time, extra pay, recognition, promotion in rank) for faculty being involved in the counseling function.
2. It was difficult for faculty to accumulate ever-changing information required for a "generalist" advising role as they were essentially specialists in their own discipline.
3. The increased complexity of interpreting test scores (e.g., ACT, CLEP).
4. The demanding clerical procedures that occurred with the adoption of a computerized registration system.

In the final analysis, it was agreed by the Deans of General Education, Admissions and Registration, and Student Affairs that a more centrally located and sophisticated system of academic counseling was needed to meet the needs of the student body. Consequently, in 1973 they pooled budgeting and staff resources for the development of the Center for Academic Advising.

CREATING A NEW AGENCY -- KEY MANAGEMENT TASKS

The creation of a new agency provided significant challenges (e.g., acquiring space, selecting personnel) and unique opportunities (e.g., using new managerial techniques, developing a coherent philosophical base). As the Center for Academic Advising was conceived and created during a time of restricted financial resources for state institutions, a primary, initial concern was the development of a new budget, with the resultant resistance from other elements of the institution. Although there were many factors that contributed to the increasing financial support this agency received, two managerial tactics were particularly helpful. Both relate to the procedures that utilize accurate information and relevant data, appropriately presented, to create advocacy for institutional support. The fact that numerous student surveys at the University of Utah indicated that academic advising was a service that was badly needed helped convince the administration that this was a worthy cause and service in which to invest financial resources. It was also advantageous to present to the administration a thorough conceptual plan for providing and administering the service.

In developing this agency there was also the opportunity to design space characteristics which were somewhat different from the traditional student personnel agencies or departmental offices that require intake systems, are "counter-fronted," or have a reception area with a series of offices off a long hallway. These are often planned to create architectural barriers to student contact.

Staffing for the agency emerged from combining an existing unit of registration advisors, the director of scholastic standards and a Counseling Center psychologist to serve as the agency director. As increased service and program demands have occurred, staffing has been increased and training upgraded. The primary advising staff presently consists of twelve masters level counselors (three with degrees in student personnel work, six in guidance and counseling, two M.S.W'S and one in community health). In addition, eight senior or graduate level students, or "paraprofessionals," work part time assisting with the functions of new student academic conferences and registration advising. This latter staff participated in a quarter-long class (for credit) which included training in counseling skills, test interpretation and academic information. The counseling model comes from the work on developmental advising suggested by Burns Crookston.

ORGANIZATIONAL STRUCTURE AND FUNCTIONS

The Center was initially conceptualized as an agency that would provide guidance and information to assist students in making the appropriate choice in their selection of classes. It was also to be an interface agency working with other agencies in Student Affairs, the faculty and other administrative units (e.g., Admissions and Registration) to help students enter, "cope" with and be retained in the system.

Using a coordinator management model, the following program areas were developed to facilitate the delivery of academic advising services. In order to assist understanding the scope of these services, the number of student contacts made is designated in program descriptions.

NEW STUDENT ACADEMIC CONFERENCES

This activity attempts to provide a personalized advising experience to the 3,500 new freshmen, 1,200 transfers and 500 non-matriculated students who enter the University each year. These conferences include information about the Liberal

Education requirements, academic majors and the registration process. They are designed to help students make the appropriate course selections and teach decision making around the choice of classes.

REGISTRATION ADVISING

This service is available to help continuing students plan their curricula to meet graduation requirements or select courses that meet their own particular needs. A large portion of these contacts is made during the three week in-person registration period that is offered each quarter. This activity generally takes no longer than 5 to 20 minutes. According to the number of registration forms processed by the staff, over 2,000 students each quarter seek assistance in this activity.

GENERAL EDUCATION/LIBERAL EDUCATION ADVISING

This includes monitoring, reviewing and auditing, upon request, a student's Liberal Education program. It often requires a negotiation process in order to adjust the philosophy and objectives of Liberal Education to meet a student's particular interests or academic program. Over 2,000 substitutions to the program were individually negotiated during the past year.

SCHOLASTIC STANDARDS ADVISING

This activity is primarily related to monitoring the standards established by the Academic Evaluation and Standards Committee and is used to help students in academic difficulty succeed at the University through the use of advising, referral resources and assisting in their exit from the University after academic "bankruptcy." Records indicate that over 2,000 students were contacted. Most received individual counseling with many students returning for continued assistance. Academic "contracts" are typically negotiated and enacted with those students after a counseling contact.

GUIDED STUDIES ADVISING

This function is primarily designed to facilitate the placement of over 500 "predicted low-achieving students" into appropriate student support systems (e.g., reading classes) for the development of college academic achievement skills. This is generally done at the time the student is attending the academic conference for new students.

VETERAN AND MILITARY AFFAIRS

This office facilitates the entry of veterans by providing academic advising and certification for educational benefits. It also provides program advising and facilities for the 2,000 member Veteran's Association.

ETHNIC TUTORIAL SERVICES

This service facilitates improved academic success among minority students who experience academic difficulty by procuring and coordinating tutoring services. Approximately 400 students receive these services each year.

LEARNING AND EDUCATIONAL ALTERNATIVE PROGRAMS

This program offers student general information and counseling on the enrichment of their education via interdisciplinary degrees, work-credit, campus exchanges (e.g., National Student Exchange Program), study and travel abroad. As a result of this service, over 250 students engaged in alternative educational experiences this year.

SATELLITE ADVISING CENTERS

A new development that was instituted this Fall included the movement of the professional advising staff into three colleges (Humanities, Science and Health) on an experimental basis. The purpose for developing Satellite Advising Centers was to take the services provided by the Center for Academic Advising to the individual colleges. The intent was to make services more accessible and to facilitate intercollege movement of students transferring into and out of the colleges. This design also fostered greater liaison with each department and its faculty advisors.

This system provides a "first line" advising and counseling effort for a student who is desirous of receiving academic counseling. The faculty advising system is still retained and supported. Faculty advisors need be available, however, only to those students who are seeking specific advice about their departmental major. The two groups, professional academic advisors and discipline related faculty advisors, provide an integrated advising system from entry through major choice or change to upper class status in a specific academic area.

SUMMARY AND EVALUATION

While the agency is relatively young in history, administrative organization and staff age, student feedback consistently suggests that the service is extremely useful. There is also considerable formal data which indicates that helping with academic planning, providing registration assistance and being student advocates in academic areas is a service that nearly all students need and appreciate. A recent survey conducted by the Student Affairs Office reported this agency as the most visible and satisfying for students (a dramatic finding for an agency only three years old). Invariably, when a staff member or alumni learns about the nature of our service the common response is: "Why didn't they have something here like this when I needed it?" Comments like this from parents, alumni and University staff and faculty members and data of the increased student demand for this service, argue strongly for its future institutionalization and development.

THE SATELLITE ADVISING CONCEPT: A DESCRIPTION AND IMPLEMENTATION AT THE UNIVERSITY OF UTAH

INTRODUCTION

To those of us currently involved in the area of student services known as Academic Advising, there are two particularly pressing issues. One concerns how best to assist today's student to survive in a world of tightening job markets, highly selective academic programs and increasingly complex education options (Chickering, 1973). The other, ironically enough, involves our own survival amidst downward spiralling university budgets and increased emphasis on accountability (Robinson, 1973). We are on one hand trying to encourage students to develop an identity, vocationally and personally, while on the other hand seeking to establish our own professional identity within the university community (Dewey, 1972). The focus of this paper is to describe an academic advising model: The Satellite Center, that has the potential to both meet the particular needs of the university students and contribute to the development of an identity for this area of student services.

The need for Academic Advising, supported by local surveys and national trends, was responded to at the University of Utah by development of the Center for Academic Advising. The goals of the Center include:

1. Providing students with accurate, accessible, and easily interpreted information about the various elements of the University.
2. Assisting students with the integration of this information.

3. Helping them make effective major choices and curriculum plans on the basis of this information.

More recently, the Center has experienced an influx of undecided junior or senior level students who had been either closed out of various departments or, as their vocational goals crystallized, were shifting among several departments within a college. It was previously assumed that these students would receive advising from the faculty and departmental system, but the quality and availability of this advising was variable.

A second emerging issue concerned the potential for maintenance and growth of the academic advising area itself in a higher education institution constantly anticipating budget reductions. It is not so much a question of whether academic advising was needed, as a willingness on the part of the university administration and faculty to recognize the necessity of giving priority to this service and to its expansion, concurrent with the University's growth.

The Satellite Advising Center concept evolved from problem solving around these issues. By locating a qualified, committed academic advisor within the physical environment of the college, the advising needs of those students could be more readily met and an atmosphere of mutual trust, respect and cooperation could develop among the faculty, administration and the advisor. The hope is that in developing a positive environment of this type the permanence of academic advising services would be enhanced, thus assuring its future survival.

The basic functions of the Satellite Advising Centers involve the following goals, although the operationalization of these functions varies among colleges. The Centers all seek to enhance the students' educational experience by acting:

1. To provide an integrated advising system, that, coordinated with the centralized advising center, will meet the students' articulation needs from admission to the University to completion of a specific discipline program.
2. To provide a mechanism for stimulating and expanding the faculty advising system.
3. To provide the necessary supportive student services that will meet the academic and developmental needs of students.
4. To provide the movement of services more directly into students' environments in a way that will facilitate their usage.

Clearly each college advising center must develop in a way to meet unique college needs. While all of the advising centers do encompass the preceding activities, they do so in a variety of ways.

MEETING STUDENT NEEDS

One of the reasons Satellite Advisors have been placed in the respective colleges is because the departmental or faculty system has proven less than effective (Stoffe, 1974; Dameron and Wolf, 1974; O'Banion, 1970). Faculty advising appears to be quite variable and is subject to some of the following problems:

1. Faculty tend to be focused on their subject matter area and lack University-wide information.
2. Faculty advising generally lacks institutional support (e.g., release time, reward systems) and is thus often poorly coordinated and does not provide for in-service training time.

3. Faculty are often busy when the students need advising and thus appear inaccessible.
4. Faculty rarely have the motivation (or incentives) to seek out critical advising data such as employment trends, other institutional requirements, etc.

In contrast to the faculty advisor, the Satellite Advisors are capable of assisting students in several ways. They can:

1. Act as a source of information regarding University requirements.
2. Function as a referral center.
3. Act as student representatives.
4. Function as probationary counselors.
5. Assist in the organization of freshman academic conferences.

In addition to the above-mentioned commitments, each Satellite Advisor also functions as a liaison person between the students, faculty and administration. The three main methods in which the advisor relates to the faculty are:

1. By developing and teaching courses in his or her respective college. In this way the advisor is respected for his/her academic skills as well as his/her ability to meet the advising needs of students in the college.
2. By being a consultant for faculty wishing to improve their advising skills. A faculty handbook is being developed which will include the basic University requirements, a list of referral agencies and policies and procedures.

3. By working as an interdepartmental liaison with both faculty and administration.

CONCLUSION

The preceding description of the Satellite Advising Centers, though clearly not all inclusive, was meant to demonstrate the potential which the Satellite concept has for both meeting the needs of students and further securing the position of academic advising within the University.

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	ACADEMIC ADVISOR	SATELLITE COLLEGE COORDINATOR	FACULTY ADVISOR
SEQUENCING	Generic----------------------	----------------------------->	Specific
TRAINING	Guidance	Guidance/Discipline	Discipline
LOCATION	Centralized on Campus	In College	In Department
FOCUS	Student (Self) Oriented	Area (Field) Centered	Discipline (Major) Centered
ADVISING and INFORMATION GIVING FUNCTIONS	--Orient the student to the University --Provide student with information about self-in comparison with frosh, potential success, etc. (e.g., ACT) --Refer to campus rexources to solve problems --Teach registration process --Monitor educational process for university (provide academic recovery procedures)	--Orient the student to the college --Clarify student's interests and capacities in relation to major "clusters" --Function as liaison as student moves from or to other elements in the system. --Interpret and use college level and interdisciplinary courses for exploration and crystallization.	--Orient the student to the department --"Select"/Counsel out candidates to discipline --Enhance indentification with discipline (support and professional modeling) --Facilitate movement to subspecialists

	ACADEMIC ADVISOR	SATELLITE COLLEGE COORDINATOR	FACULTY ADVISOR
	--Interpret and use liberal education courses to enhance growth --Clearing house for university information --Teach "Decision Making" (understanding alternatives, evaluating, choosing)	--Monitor educational progress for college	--Use departmental courses for professional development --Monitor educational progress for department
ACADEMIC ADVISING	FROSH SOPHS	JUNIOR	SENIOR

ACADEMIC ADVISING AT WELLESLEY COLLEGE

Academic advising is concerned with guiding students to make the best use of their educational opportunities by maximizing their learning ability and intellectual development, by discovering their interests and needs, and by making appropriate choices in selecting courses and in planning their academic programs. To achieve these ends, academic advisors must have a thorough knowledge of the College. On the one hand, they must take into account the goals of Wellesley College and the resources it possesses; on the other hand, they must take into account the academic preparation and the intellectual potential of the students admitted to the College.

In the last decade changes have occurred which have increased the complexity of academic advising. The curriculum is more flexible as requirements have been reduced and more educational options have become available to students. The student body has become more diversified -- in geographic background, socio-economic status, academic preparation, cultural heritage, and age. There is increasingly the expectation that women will assume leadership roles. And, finally, the national economic situation has made scarce both jobs and funds for further training.

The Committee examined the present system of academic advising, keeping in mind these complexities. Currently, five part-time Class Deans, chaired by the Dean of Academic Programs, have the major responsibility for academic advising at Wellesley. Once a student has chosen a major, she also is assigned a faculty advisor who guides her decisions regarding that major. In addition to advising, the Office of the Dean of Academic Programs has the following major responsibilities: academic assistance; exchange programs; the admission of special foreign students (Slater, Fulbright, British Exchange); and foreign study. The Directors of Career Services and of Continuing Education report to the Dean of Academic Programs, but have separate staffs, budgets and locations. Two important committees of Academic Council are chaired by the Dean of Academic Programs -- Academic Review Board and Financial Aid. A Class Dean chairs the Foreign Study Committee.

Both formal and informal peer advising occur at Wellesley. A peer academic advising program, Exxon funded, was initiated in 1976 under the direction of a Class Dean and will be continued in 1977-78. Through this program, a small number of students are selected and trained to offer study skills assistance to students individually or in groups. In addition, students are employed as tutors in many departments.

In its investigations the Committee found that many academic concerns of students are more prevalent at certain times in their college experience. Underclasswomen express more concern about the selection of courses, the development of study habits, choice of the major, academic competition, and insecurity in the classroom. Juniors and seniors are more likely to have developed adequate study skills and adjusted to Wellesley. Consequently, their concerns are directed to life after college - choice of a profession, attending graduate or professional school, and employment.

Centralized academic advising at Wellesley and other institutions offers a number of distinct advantages over other forms of advising. Very often members of the faculty are not knowledgeable on all academic programs and procedures (Dameron and Wolf: 1974). Furthermore, many faculty are new or part-time and have not developed a capacity for informal advising (Dressel: 1976; Upcraft: 1971). Consequently, advising specialists have more knowledge, better training and stronger commitment. Specialist advising is of proven value to freshwomen, given the range of their concerns (Hrezo: 1975; Shepard: 1974) but has been questioned as of limited value for students beyond the sophomore year (Donk and Oetting: 1968).

Centralized academic advising, however, may be offered at the expense of other objectives. Faculty may not be used as a resource to the extent that students rely on their Class Deans. This may reinforce a tendency of faculty to remain distant from issues involving the student's educational experience. Therefore, faculty are less able to anticipate and respond to student concerns and remain largely unaware of the services available to students. Centralized advising unwittingly may allow, if not encourage, student overdependence on their Class Deans throughout their four years of college. It is essential that students become more resourceful and active participants in the curricular and educational process.

With regard to centralized academic advising at Wellesley, approximately 74% of all resident students sampled had some contact with their Class Dean in the course of the academic year 1975-76. Students rely less upon their Class Dean as they progress through their four years of College. For example, freshwomen saw their Class Dean on an average of 2.5 times. This median average declines with each class year until the senior year when the average number of visits is reduced to 1.5 visits per senior for the academic year. Seventy per-cent of those students who used the Class Deans judged their advising as adequate to very adequate.

.Some weaknesses in centralized advising, however, were noted in the essay responses to the student questionnaire and in interviews with students. Some observed that Class Deans are responsible for such a large number of students that they cannot get to know many of them very well. Students complain that sometimes they must wait for a considerable length of time for an appointment with their Class Dean. Most of the time, Deans seem too busy to help students think through decisions. Class Deans lamented the fact that a disproportionate amount of their time is taken up by committee work and that frequently problems reach them too late for resolution. (As of 1975-76 the five Deans collectively served on approximately 25 committees.) They pointed out that often students want ready-made answers to their problems, not guidance in finding solutions themselves.

In general, students value faculty advising and ask for more opportunities to get to know faculty members. Some students actively seek faculty advising, be it from the major advisor, a course instructor, or just a member of the Faculty. The Committee noted, however, that faculty advising is very uneven. It was rated excellent in some departments and very poor in others. Both the faculty and student questionnaires indicated that faculty spend about 61% of their advising time with juniors and seniors and only about 18% with freshwomen, and that the vast majority of faculty advise on matters related to their own courses, departments or disciplines. Some students reported that they had never met with their major advisor or that they had met only once. The turnover of faculty brings about problems of continuity and of faculty knowledge of the resources at Wellesley. The Committee also noted that faculty advisors receive almost no training, and that the major advising system is not evaluated. The Committee concludes that the Faculty are an important advising resource, but major advising needs to be strengthened.

Finally, the student questionnaire reveals that with regard to academic advising, a large number of students make important academic decisions on the basis of the personal experience of peers, most often of those in their same residence. Unfortunately some of the information exchanged is inaccurate and based on personal bias.

In spite of the problems and shortcomings noted, the evidence gathered at Wellesley, the information obtained on advising at other institutions, and a review of literature on the subject, have led the Committee to conclude that an academic advising system at Wellesley should preserve and strengthen the three main features of the present arrangement: centralized advising by Class Deans; upperclasswomen advising by faculty major advisors; and peer advising by Wellesley students.

These three major features must be keyed to the changing needs of students. In addition, advising should take on a developmental perspective in which students learn to manage their own problems and develop the capacity for making decisions with a sense of competency and autonomy. This orientation represents a move away from the traditional perscriptive advising based on the authority of the counselor (Crookston: 1972).

RECOMMENDATIONS

The Committee recommends that academic advising constitute a unit within the Division of Student Affairs, be directed by a full-time Unit Head aided by a half-time assistant, and include two pre-major advisors, a half-time Coordinator of Academic Assistance, and a full-time Exchange Coordinator. Centralized academic advising will be complemented by faculty advisors for upperclass students and by trained peer advisors. This unit will include the Continuing Education and Special Student Programs, and for the present, Foreign Study. The Academic Advising Unit should be located in Green Hall, in proximity to the offices of the Dean of the College, the Registrar, and Career Services.

HEAD OF THE ACADEMIC ADVISING UNIT

The Head of the Academic Advising Unit will supervise the work of the unit and be responsible for the training and evaluation of all advisors. With the aid of the part-time assistant, the head will coordinate upperclass academic advising, serving as a resource for faculty advisors; advise upperclass transfer students until they are assigned faculty advisors; oversee students with individual majors and those changing majors; and work with students and advisors who have particular concerns. The head of the Academic Advising Unit will chair the Academic Review Board and, owing to the importance of the curriculum in academic advising, will maintain a dotted line relationship with the Dean of the College, and serve on the Committee of Curriculum and Instruction.

UNDERCLASS ADVISING (PRE-MAJOR ADVISORS)

The Committee recommends that two full-time advisors provide assistance to students in their first two years at the College, with functions similar to those of the present Class Deans. Advisors may be assigned in either of two ways. Each advisor will be responsible for an entire class, remaining with the class through the sophomore year, or be responsible for one half of the freshwomen and one half of the sophomores. Both systems have advantages and disadvantages*, and the Committee suggests that the merits of each be discussed and evaluated by the members of the advising unit before a decision is reached.
*(If the pre-major advisors were responsible for half of the freshwomen and half of the sophomore classes, there are two advantages that occur to the Committee: a more even distribution of the work load throughout the year, and greater ease in the interchangeability of advisors were this need to arise.)

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The advisor(s) in charge of freshwomen will coordinate the academic parts of the orientation program in consultation with the Orientation Committee, and assist the Coordinator of Academic Assistance in selecting and training the upperclass students who will be student academic advisors. In order to keep in close touch with the classroom experience of the College, it is desirable but not essential that these advisors teach one unit per year, but, for the purposes of assuring their maximum availability as advisors, not more than two units, one each term.

ACADEMIC ASSISTANCE

Academic assistance, including tutoring, is an essential function of the Academic Advising Unit; the Committee recommends the continuation of the present program under the leadership of a half-time Coordinator who will offer direction and supervision, and serve as supplemental advisor to students with special problems. The Committee recommends that the lack of adequate academic preparation on the part of a considerable number of students is a matter of concern to the Faculty as a whole. Certain academic deficiencies may be managed more effectively through selective curriculum changes.

The Coordinator of Academic Assistance will be involved in the orientation program for freshwomen and be in charge of selecting and training students who will serve as academic advisors to freshwomen during the first weeks of the academic year.

ACADEMIC ORIENTATION PROGRAM

The Committee recommends that the present Orientation Program be extended through the first weeks of the year. In each residence hall, approximately 30 freshwomen will be assigned to an advisory group facilitated by a student academic advisor and a member of the student residence staff. Similarly, non-resident groups of freshwomen will be led by student academic advisors and by members of the Non-resident Council. The groups will meet weekly for approximately six weeks to discuss such matters as the function of grades, how to prepare for exams, adjustment to college, academic pressure, and other topics of special interest to freshwomen. The Committee believes that by extending the Orientation, freshwomen will have structured opportunities to address common concerns and lend support to one another, as well as to form relationships with trained peers who can offer assistance and appropriate referrals when necessary (see Lewis: 1972; Speilberger, Weitz and Denny: 1962). The combination of a member of the residence staff and a student academic advisor will provide freshwomen with both personal and academic assistance before concerns become serious (see Mitchell, Hall and Piatkowska: 1975; W. Brown: 1965).

The Committee recommends that, in one residence hall area, Faculty House Associates participate in the freshwomen groups on an experimental basis. It is the Committee's belief that the experience will prove an effective means of enhancing the relationship between faculty and students. Evaluation of this experiment should take place after a year and be attentive to the value of faculty participation in this program.

FACULTY UPPERCLASS ADVISING

Faculty advising for students who have selected majors must be strengthened and become more uniform. Faculty advisors should assume responsibility for the entire academic program of their advisees by discussing the program with them to insure a balanced selection of courses and a rich and broad basis for the major, as well as by reviewing the fulfillment of other degree requirements. Before signing the major form, the advisor should meet with each of his/her advisees to examine together the courses to be listed. There should be additional meetings to review programs and discuss progress.

The chairperson in each department will be responsible for overseeing the advising within that department. He/she works with and is assisted by the Head of the Academic Advising Unit, or his/her Assistant, in training advisors, distributing information, insuring fairness and a degree of uniformity in advising, and in evaluating all advising. The Committee recommends that a session early in the academic year be devoted to orienting chairpersons in advising procedures. The agenda of subsequent meetings should include discussion of advising issues. For example, what are the questions students raise with faculty, and how can the Faculty be assisted in answering these questions.

Computer assisted academic advising can supplement the work of the central advisors and the Faculty. The computerization of academic records and requirements should be pursued because of its value in removing some administrative chores from advisors, in identifying students in difficulty (Juola: 1968), and in assisting students and faculty advisors in the planning and evaluation of a course of study (Floyd: 1974; Vitulli and Singleton 1972).

EXCHANGE COORDINATOR

The college has long subscribed to the principle of a diversified student body, achieved through the general policy of admitting students from varied geographic and socio-economic backgrounds and through specific arrangements such as the Exchange Program. The Committee believes that this diversification is an integral part of Wellesley College and that it could be strengthened by expanding the Student Exchange Program. The expansion would include institutions from distant geographic locations and of varying sizes. One of the important purposes of the expansion would be to attract an increased number of male resident students. In the fall of 1972, 28 men resided at Wellesley, while during the 1976-77 academic year only six men lived in residence.

CONTINUING EDUCATION AND SPECIAL STUDENTS

The Continuing Education and Special Students contribute to the diversity in the Community and add a unique dimension to the Wellesley educational experience. The Office of Continuing Education and Special Students, located in Phi Sigma, is staffed by a part-time Director reporting to the Dean of Academic Programs, and a part-time assistant. The Office recruits, admits and advises all students (except foreign students) who are not regularly admitted as four year undergraduates or as transfer students.

The Committee recommends that the Office be relocated in Green, and be administered by a full-time equivalent Director reporting to the Head of the Advising Unit. The relocation will promote integration in the larger Community. The administrative offices in Green will be more accessible to Continuing Education and Special Students, and there will be increased opportunities for informal contact with other students, the Faculty and the Staff. Further, as concern increases about educational opportunities for the older student, the relocation will enable the Director to involve colleagues in the process of strengthening the Programs.

Continuing Education and Special Students can be utilized more fully as resources for their peers. The Committee suggests that consideration be given to employing Continuing Education students to assist the Director in advising students experiencing personal difficulties.

The Committee recognizes that in the future the Programs may expand and require greater autonomy. If this occurs, the present administrative arrangement should be reviewed.

FOREIGN STUDY

At present an administrative assistant in the Office of the Dean of Academic Programs disseminates the information on opportunities for study abroad. The Committee sees merit in relocating the Foreign Study Office in Slater. The relocation of this office would enable Slater to have greater impact on the campus, and would give the foreign students opportunities to provide firsthand information on their countries to students wishing to study or work abroad. The Committee recognizes that the question of space in Slater must be addressed before relocation is planned, and recommends that a review of the proposal be conducted.

SPECIAL FOREIGN STUDENTS

The Committee recommends that the administrative coordination of the admissions process for Slater, Fulbright and British Exchange students be made a responsibility of the Slater advisor. The rationale for this recommendation can be found in the Slater section of the Community Life Unit.

REMARKS

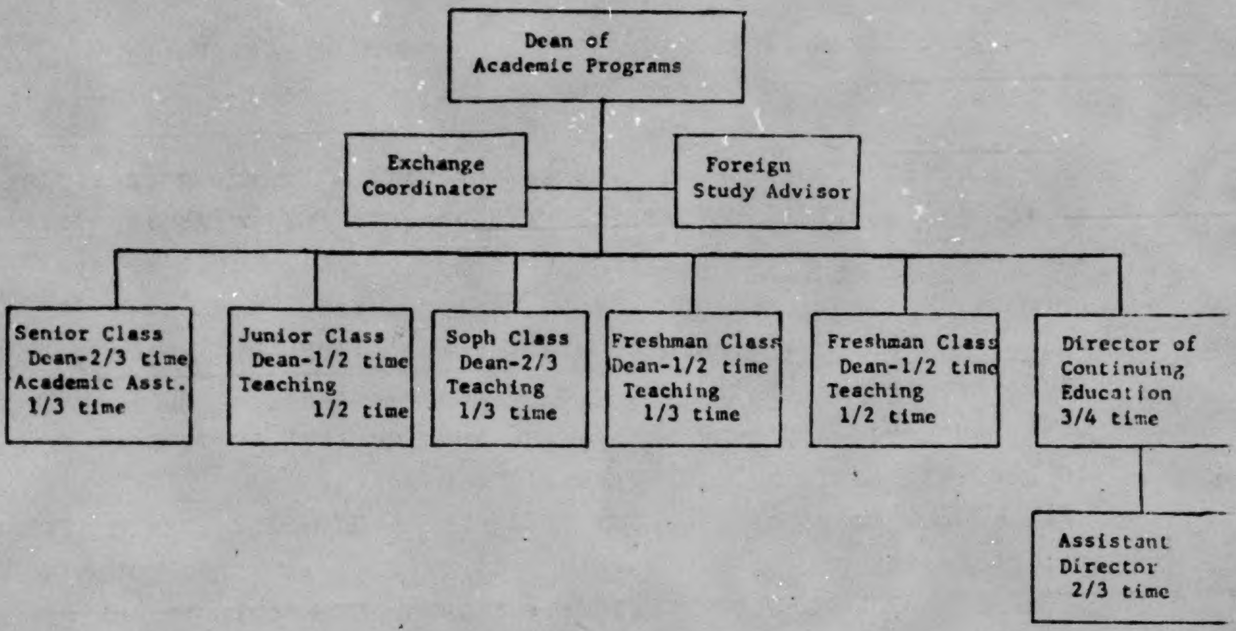
The Committee believes that the recommended changes in the advising system will result in a reduction of personnel in the centralized academic advising office and in the strengthening of faculty and peer advising. It believes also that the re-organization and integration of services will lead to a reduction in committee assignments for the central advisors, thus releasing time that can be devoted to the advising of students.

The Committee is mindful of the possible overextension of faculty time and responsibilities. The Faculty, however, is a major determinant of the academic well-being of the College. It develops the curriculum, thus setting the academic goals and standards of the institution. Faculty are directly involved with students in and out of class and serve as role models which influence the general attitudes of students. Faculty members can be an essential resource of academic advising in areas besides the major (Murray: 1972; Bess: 1973; Borland: 1973). By interacting with groups of students, faculty can complement the more individualized advising performed by central advisors (Dickenson: 1966; Mitchell: 1972; Spielberger: 1962). Advising is a fundamental part of the faculty role and must be stressed for all faculty. The Committee suggests that orientation sessions be provided for new faculty and be programmed to coincide with the actual academic experiences of faculty and students. For example, one such session might occur after the awarding of the first mid-term grades and consider issues related to this event.

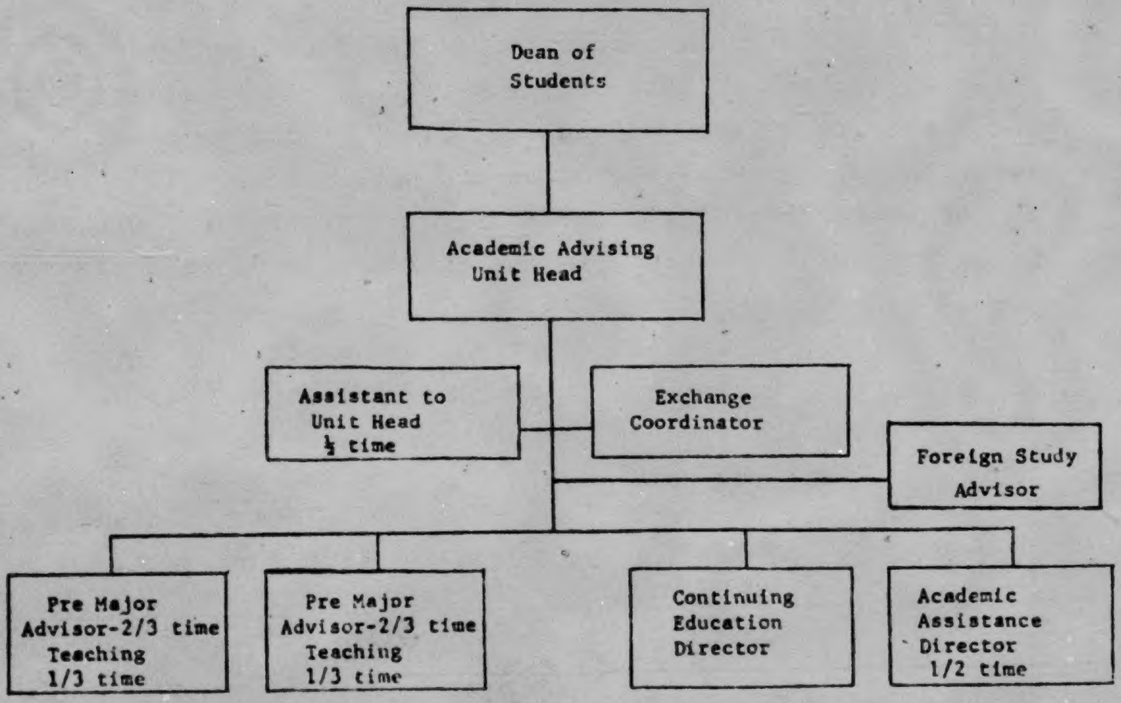
The Committee recognizes that the demands on faculty time are extensive and have seriously affected morale. The tension felt by faculty is transmitted to students. It is essential, therefore, that the responsibilities of faculty are defined clearly, reflect the priorities of the institution, are attainable, and are recognized appropriately at the departmental and College levels in decisions of promotion and tenure.

3.255

CURRENT ACADEMIC ADVISING STRUCTURE


Dean of Academic Programs
Exchange Coordinator
Foreign Study Advisor
Senior Class Dean-2/3 time Academic Asst. 1/3 time
Junior Class Dean-1/2 time Teaching 1/2 time
Soph Class Dean-2/3 Teaching 1/3 time
Freshman Class Dean-1/2 time Teaching 1/3 time
Freshman Class Dean-1/2 time Teaching 1/2 time
Director of Continuing Education 3/4 time
Assistant Director 2/3 time

PROPOSED ACADEMIC ADVISING STRUCTURE


Dean of Students
Academic Advising Unit Head
Assistant to Unit Head ½ time
Exchange Coordinator
Foreign Study Advisor
Pre Major Advisor-2/3 time Teaching 1/3 time
Pre Major Advisor-2/3 time Teaching 1/3 time
Continuing Education Director
Academic Assistance Director 1/2 time

3.256

TO: Wellesley College Students May 6, 1976
FROM: Committee on Counseling

The committee on Counseling will make recommendations in the Fall of 1976 concerning arrangements for academic advising and personal counseling at the College. To this end, we are seeking information from many segments of the community.

You, the students, are the most important segment. If we are to arrive at sensible recommendations, we must know what you need, what you think, and how you feel on matters related to academic advising and personal counseling.

Members of the Committee have been meeting with groups of interested students. But the only way we can find out how the student body as a whole feels about these issues is to survey a large, random sample. You have been selected to participate.

We ask you to fill out this questionnaire completely and as carefully as you can. We realize that you are strapped for time. The questionnarie looks long, but we have tried to make it easy and even interesting to answer. It should take no more than 30 minutes. Your responses will be completely anonymous.

The student who delivered the questionnaire to you will be back in about 48 hours to pick it up. Please fill out the questionnaire as soon as you can, place it in the envelope, and seal the envelope. The student who picks it up will deliver it to the Counseling Committee. Non-resident students are asked to mail the completed survey in the enclosed envelope as soon as possible.

If you have any questions or comments, please call any member of the Committee. Their names are listed below.

We will let you know in the fall what we have learned.

Thank you very much.

Blythe Clinchy, Chairman; Grazia Avitabile; Lisa Bholander, Nancy Chotiner; Tom Dimieri; Linda Hurley; Vivian Ingersoll, Joyce Wadlington; Barbara Wilson

NOTE: On each question, ignore the numbers in the column on the far right of each page. These are for use in coding the data for computer analysis.

PART I

On the following page is a list of concerns and issues which are often mentioned as being characteristic of students at Wellesley College. Briefly scan the list in order to get an overall picture of the types and range of concerns.

The Counseling Committee is interested in determining your reaction to several important questions: How typical are these concerns: How characteristic are they for you? How adequate are the College's present help-giving resources for assisting students with such concerns? The list of issues and concerns is followed by three columns for you to indicate your answers. Just follow the instructions.

Step One The first question for you to consider is: HOW COMMON ARE THESE CONCERNS AND ISSUES AMONG THE STUDENTS IN YOUR PRESENT CLASS? Rate each in terms of the following codes, by circling the appropriate response

vc = Very Common c = Common u = Uncommon vu = Very Uncommon

Go down the first column, rating each issue or concern statement in terms of how common you judge it to be. Please rate each of them, even though it may be somewhat difficult for you to do so.

Step Two The second question for you to consider is: HOW CHARACTERISTIC HAVE THESE CONCERNS AND ISSUES BEEN FOR YOU THIS SCHOOL YEAR? Rate each in terms of the following code, by circling the appropriate response.

vc = Very Characteristic sc = Somewhat Characteristic su = Somewhat Uncharacteristic vu = Very Uncharacteristic

Go down the second column, rating each issue of concern statement in terms of how characteristic it has been for you this year. Again, please rate each of the twenty statements.

Step Three The third question for you to consider is: OVERALL, HOW ADEQUATE DO YOU CONSIDER THE PRESENT RESOURCES AT WELLESLEY COLLEGE FOR HELPING STUDENTS RESOLVE THESE ISSUES AND CONCERNS? Consider each in terms of the following code, by circling the appropriate response.

va = Very Adequate sa = Somewhat Adequate si = Somewhat Inadequate vi = Very Inadequate

Go down the third column, rating each statement in terms of how adequately you believe that the College (through its staff and offices) is able to help students with such concerns. Please rate each item, even though it may be somewhat difficult for you to do so. Sometimes you may be able to rely on personal experience in making a judgment; at other times you may have to rely on hearsay or general scuttlebut. But please rate each statement.

		How common for others?	How characteristic for you?	How adequate present resources?	
1.	Concerns about choosing a profession	vc c u vu	vc sc su vu	va sa si vi	5:___ 6:___ 7:___
2.	Feeling insecure or inadequate in the classroom	vc c u vu	vc sc su vu	va sa si vi	8:___ 9:___ 10:___
3.	Relationship problems with groups in your residence hall	vc c u vu	vc sc su vu	va sa si vi	11:___ 12:___ 13:
4.	Feeling depressed	vc c u vu	vc sc su vu	va sa si vi	14:___ 15:___ 16:
5.	Concerns about forming a relationship with faculty member	vc c u vu	vc sc su vu	va sa si vi	17:___ 18:___ 19:
6.	Problems related to alcohol or drug use	vc c u vu	vc sc su vu	va sa si vi	20:___ 21:___ 22:
7.	Concerns about choice of major	vc c u vu	vc sc su vu	va sa si vi	23:___ 24:___ 25:
8.	Thoughts or feeling about suicide	vc c u vu	vc sc su vu	va sa si vi	26:___ 27:___ 28:
9.	Problems establishing friendships with women	vc c u vu	vc sc su vu	va sa si vi	29:___ 30:___ 31:
10.	Serious personal financial problem	vc c u vu	vc sc su vu	va sa si vi	32:___ 33:___ 34:
11.	Concerns about meeting degree requirements	vc c u vu	vc sc su vu	va sa si vi	35:___ 36:___ 37:
12.	Relationship problems with a roomate or corridor mate	vc c u vu	vc sc su vu	va sa si vi	38:___ 39:___ 40:
13.	Conflicts in the area of values and ethics	vc c u vu	vc sc su vu	va sa si vi	41:___ 42:___ 43:
14.	Concerns about doing poorly in courses	vc c u vu	vc sc su vu	va sa si vi	44:___ 45:___ 46:
15.	Concerns about getting a job after graduation	vc c u vu	vc sc su vu	va sa si vi	47:___ 48:___ 49:
16.	Feeling insecure or inadequate in group interactions outside the classroom	vc c u vu	vc sc su vu	va sa si vi	50:___ 51:___ 52:
17.	Concerns about identity	vc c u vu	vc sc su vu	va sa si vi	53:___ 54:___ 55:
18.	Problems establishing friendships with men	vc c u vu	vc sc su vu	va sa si vi	56:___ 57:___ 58:
19.	Concerns about physical health	vc c u vu	vc sc su vu	va sa si vi	59:___ 60:___ 61:
20.	Concerns about getting good grades	vc c u vu	vc sc su vu	va sa si vi	62:___ 63:___ 64:
21.	Concerns about taking courses that are right for you	vc c u vu	vc sc su vu	va sa si vi	65:___ 66:___ 67:
22.	Concerns about relationships with parents or members of immediate family	vc c u vu	vc sc su vu	va sa si vi	68:___ 69:___ 70:
23.	Concerns about sexual relationships or sexuality	vc c u vu	vc sc su vu	va sa si vi	71:___ 72:___ 73:
24.	Problems in making effective use of time spent studying	vc c u vu	vc sc su vu	va sa si vi	74:___ 75:___ 76
25.	Concerns about forming a relationship with a member of administrative staff	vc c u vu	vc sc su vu	va sa si vi	77:___ 78:___ 79:___

					4. Second card
26.	Feeling apathetic or unable to make decisions/take action	vc c u vu	vc sc su vu	va sa si vi	5:__ 6:__ 7:__
27.	Concerns related to birth control, pregnancy or abortion	vc c u vu	vc sc su vu	va sa si vi	8:__ 9:__ 10:__
28.	Problems concentrating on academic work	vc c u vu	vc sc su vu	va sa si vi	11:__ 12:__ 13:__
29.	Concerns about planning for your personal life after college	vc c u vu	vc sc su vu	va sa si vi	14:__ 15:__ 16:__
30.	Personal unhappiness and loneliness	vc c u vu	vc sc su vu	va sa si vi	17:__ 18:__ 19:__
31.	Concerns about academic competition	vc c u vu	vc sc su vu	va sa si vi	20:__ 21:__ 22:

PART II

Most colleges include a wide variety of help-giving resources for students, and Wellesley College is no exception. The Counseling Committee is interested, however, in taking a close look at the resources that presently exist at the College for helping students resolve their concerns and answer their questions. In approaching this task, we recognize that resources may be formal (e.g., a faculty advisor) or informal (e.g., a friendly roommate) and that they may be used frequently or rarely during one's college experience. We are interested in knowing your views about the nature and adequacy of the College's present resources.

On the following page is a list of the major categories of help-giving resources at the College. Briefly scan the list in order to get an overall picture of the types of resources. Note that in some cases the category is explained in more detail in order to clear up any confusion regarding WHO is included in each type of resource.

We are interested in your reaction to three questions: How often have you used each resource category for assistance in resolving your questions and concerns? How do you feel about the adequacy of the services you received? How do students in general feel about the adequacy of the services provided by each type of resource. The list of categories is followed by three columns for you to indicate your answers. Just follow the instructions.

Step One The first question is: DURING THIS SCHOOL YEAR HOW OFTEN HAVE YOU USED EACH RESOURCE CATEGORY FOR ASSISTANCE IN RESOLVING YOUR QUESTIONS AND CONCERNS? In answering this question, please do not include in your answer those routine and prescribed visits (e.g., getting a form signed, picking up a key). However, if, during a routine visit you used the resource person to help you resolve a concern, then do include it in your answer. The basic rule of thumb here is to estimate the number of times you have sought out assistance from each resource category this year. For each resource category, place a check in the appropriate column, indicating the number of times you sought help from that source this year.

Step Two The second question is: FOR EACH CATEGORY OF HELP-PROVIDER THAT YOU USED ONE OR MORE TIMES, HOW DO YOU FEEL ABOUT THE OVERALL ADEQUACY OF THE ASSISTANCE THAT YOU RECEIVED? Do not rate those categories that you have never sought out for assistance while at Wellesley. For those that you have, use the following code, and check the appropriate column

va = Very Adequate
sa = Somewhat Adequate
si = Somewhat Inadequate
vi = Very Inadequate

Step Three The third question is: OVERALL, HOW DO STUDENTS IN YOUR CLASS FEEL ABOUT THE ADEQUACY OF THE ASSISTANCE THEY RECEIVE FROM EACH CATEGORY OF HELP-PROVIDER IN RESOLVING THEIR QUESTIONS AND CONCERNS? Use the same code as in Step Two, and check the appropriate column. Please rate each category, even though it may be difficult to do so.

RESOURCE CATEGORY	How many times you used resource this year						How adequate was resource? (your view)				How adequate was resource? (other's view)				
	0	1	2-3	4-6	7-10	11+	VA	SA	SI	VI	VA	SA	SI	VI	
1. Class Dean															23:__ 24:__ 25:__
2. Exchange Coordinator															26:__ 27:__ 28:__
3. Foreign Study Advisor															29:__ 30:__ 31:__
4. Head of House															32:__ 33:__ 34:__
5. House President															35:__ 36:__ 37:__
6. Vil-Juniors															38:__ 39:__ 40:__
7. Floor Representative															41:__ 42:__ 43:__
8. personal friend															44:__ 45:__ 46:__
9. Residence Office (Billings)															47:__ 48:__ 49:__
10. Non-psychiatric Health Services (physicians and nurses)															50:__ 51:__ 52:__
11. Psychiatric Health Services															53:__ 54:__ 55:__
12. Faculty Advisor															56:__ 57:__ 58:__
13. Faculty Member (other than advisor)															59:__ 60:__ 61:__
14. Career Services															62:__ 63:__ 64:__
15. Counseling Office (Phi Sigma House: includes consulting psychologist and Human Relations specialist)															65:__ 66:__ 67:__
16. Chaplaincy Office (Billings)															68:__ 69:__ 70:__
17. Harambee House Staff															71:__ 72:__ 73:__
18. Slater Center Staff															74:__ 75:__ 76:__
19. Continuing Education Office															77:__ 78:__ 79:__ card 3
20. Financial Aid Office															5:_ 6:__ 7:__
21. Office of Academic Assistance (includes tutors)															8:__ 9:__ 10:__

PART III

The Counseling Committee is interested in knowing which kinds of resources are used by students for which kinds of concerns or problems. Below is presented a variety of situations which we feel illustrate some common types of problems and concerns of students at Wellesley.

Quickly scan all of the situations to get an idea of the types of concerns being illustrated. After scanning the entire list, begin with Situation #1. After reading it, try to put yourself in the situation and think about the people you would most likely seek out for help or assistance with the problem or concern.

Then, using the list of help-giving resources on page 5, indicate the number corresponding to the resource that you would most likely use. For example, if you would go to a faculty advisor, simply enter the number 12 in the blank after "Most likely." Follow the same procedure for your second and third most likely choices. Continue in this way until you have completed the six situations. Remember, try to experience the feelings associated with each situation.

Situation #1

You've been feeling somewhat depressed and apathetic for the last couple of weeks, but you don't know why.

Most likely_____ 11:__
2nd most likely_____ 12:__
3rd most likely_____ 13:__

Situation #2

Lately, you've begun to have strong doubts about what you thought you wanted to do after you graduate. Even more troublesome, you've been wondering what you'll be doing with your life.

Most likely_____ 14:__
2nd most likely_____ 15:__
3rd most likely_____ 16:__

Situation #3

You are having the most serious conflict with your parents that you've ever had, and, though you see their side, they really don't see yours. No approach seems to work. Each conversation ends in a fight.

Most likely_____ 17:__
2nd most likely_____ 18:__
3rd most likely_____ 19:__

Situation #4

You've been having difficulty concentrating, but up to now it hasn't seemed serious. Now, it looks as though you've bombed out on the mid-term.

Most likely_____ 20:__
2nd most likely_____ 21:__
3rd most likely_____ 22:__

Situation #5

You've decided to change majors, but you still have some niggling reservations. If you don't decide now, you'll be locked into your present major.

Most likely_____ 23:__
2nd most likely_____ 24:__
3rd most likely_____ 25:__

Situation #6

You've never been quite so shaken before by an incident. You feel more panicked and helpless than you've ever felt. How could anyone else understand such an uniquely personal, complex predicament?

Most likely_____ 26:__
2nd most likely_____ 27:__
3rd most likely_____ 28:__

PART IV

The Counseling Committee has talked with a variety of people in the Wellesley College Community. We have met with a large number of different opinions and are now in the position of trying to answer the important question: "Who believes what?" Please help us by indicating the extent of your agreement or disagreement with the list of statements below. As with earlier sections of this survey, please answer all questions, even though it may be difficult in some cases. Using the following code, circle the response that is most similar to the way you feel at the present time.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

SA	A	D	SD	Heads of House are necessary.	29:__
SA	A	D	SD	The psychiatrists at Wellesley are in touch with the emotional needs of Wellesley students.	30:__
SA	A	D	SD	The emphasis here is more on quantity than quality of work.	31:__
SA	A	D	SD	In general, I have found the atmosphere at the College cold and uncaring (as opposed to warm and supportive).	32:__
SA	A	D	SD	The college should provide more help in things like reading, writing, and study skills.	33:__
SA	A	D	SD	My Class Dean can serve as an advocate for my "cause" if I should need it.	34:__
SA	A	D	SD	Vil Juniors are good sources of information.	35:__
SA	A	D	SD	When I'm trying to think through an important decision, I prefer talking to an older person, rather than to another student.	36:__
SA	A	D	SD	I find it hard to stand up for my ideas and support them.	37:__
SA	A	D	SD	The personal counseling/psychiatric services at the College are confidential.	38:__
SA	A	D	SD	There should be more programs or workshops here on planning for life after Wellesley.	39:__
SA	A	D	SD	I have good women friends here.	40:__
SA	A	D	SD	I find it easier to talk to a female than a male personal counselor.	41:__
SA	A	D	SD	In general, the faculty here tend to be interested in the personal development of students.	42:__
SA	A	D	SD	The only personal relationships I've formed at the College have been with other students.	43:__
SA	A	D	SD	I have a close relationship with my parents.	44:__
SA	A	D	SD	Faculty members are accessible here.	45:__
SA	A	D	SD	It upsets me that I never or almost never do as well in my academic work as I could.	46:__
SA	A	D	SD	I think I should try to solve my problems myself, without asking anyone else for help.	47:__
SA	A	D	SD	I'm more likely to go to see a teacher if I'm doing well in the course.	48:__
SA	A	D	SD	Class Deans don't really know the students in their class.	49:__
SA	A	D	SD	The social environment here is lively.	50:__
SA	A	D	SD	I feel guilty whenever I'm not working.	51:__
SA	A	D	SD	My career counseling needs have been met by the present system of career counseling.	52:__

SA	A	D	SD	My academic needs have been met by the present system of academic advising.	53:___
SA	A	D	SD	When a teacher criticizes my ideas I can't help but take it personally.	54:___
SA	A	D	SD	My personal counseling needs have been met by the present system of personal counseling.	55:___
SA	A	D	SD	I wouldn't go to a psychiatrist unless I thought I was really "sick."	56:___
SA	A	D	SD	A person like a faculty member or class dean can't really provide a student with effective counseling or advising, because sometimes they have to judge a student.	57:___
SA	A	D	SD	I am more self-confident now than when I entered Wellesley.	58:___
SA	A	D	SD	I have good men friends in my life now.	59:___
SA	A	D	SD	Racial and/or ethnic conflict is a problem at Wellesley.	60:___
SA	A	D	SD	I don't think my emotional problems are important enough to take to a psychologist or a psychiatrist.	61:___
SA	A	D	SD	Classes here tend to be formal and impersonal.	62:___
SA	A	D	SD	Life in my residence hall is pleasant.	63:___
SA	A	D	SD	Wellesley should have programs or workshops dealing with issues of special interest to students (for instance, assertiveness training, sexuality, weight-reduction)	64:___
SA	A	D	SD	I am lonely here.	65:___
SA	A	D	SD	I would like to see more faculty and staff living in the residence halls.	66:___
SA	A	D	SD	I feel I should do an excellent job in all my academic work.	67:___
SA	A	D	SD	My Class Dean is a good source of information on rules, procedures, requirements, etc.	68:___
SA	A	D	SD	We need more gynecological counseling at Wellesley.	69:___
SA	A	D	SD	It's important that career counseling start in Freshman year, rather than later.	70:___
SA	A	D	SD	This place is an academic pressure cooker.	71:___
SA	A	D	SD	My Class Dean helps me think through decisions.	72:___
SA	A	D	SD	I feel free to go to see a faculty member even when I don't have a specific academic matter to discuss.	73:___
SA	A	D	SD	I would like more personal relationships with faculty.	74:___
SA	A	D	SD	There is too little value placed on extra-curricular activities here.	75:___
SA	A	D	SD	The faculty here are arrogant and condescending.	76:___
SA	A	D	SD	The emphasis here on grades and achievement makes it hard for me to enjoy learning.	77:___
SA	A	D	SD	Competitiveness poisons the atmosphere here.	78:___
SA	A	D	SD	Vil Juniors help students think through problems.	79:___
SA	A	D	SD	I find it easier to talk to a female than to a male academic advisor.	80:___
					Card 4
SA	A	D	SD	I have seriously considered transferring from Wellesley	5:___
SA	A	D	SD	I am unhappy here.	6:___
SA	A	D	SD	I am part of a close group of friends at Wellesley.	7:

PART V

In this section we would like you to share your thoughts with us on four questions. Please answer all four, however briefly.

1. If you could do one thing to change the general "atmosphere" or "climate" at Wellesley, what would you do? What would you change? 8:__

2. If you could do one thing to change the way in which academic advising is done at Wellesley, what would you do? What would you change? 9:__

3. If you could do one thing to change the way in which career counseling is done at Wellesley, what would you do? What would you change? 10:__

4. If you could do one thing to change the way in which personal and psychiatric counseling is done at Wellesley, what would you do? What would you change? 11:__

PART VI

Finally, the Counseling Committee would like to ask you a few questions about you. As with the entire survey, your answers to these questions will be kept in the strictest confidence. They will not compromise your anonymity. We would like to get this background information from you so that we may be able, eventually, to make some generalizations about the relationship between student characteristics and responses to the questionnaire. For example, the Committee might wish to determine if there are any differences between Humanities and Social Science majors in their responses to certain questions.

The Counseling Committee believes strongly that the College must rely on solid information if it is to make wise decisions about the future of counseling at Wellesley. So please answer each question as best you can. Check the appropriate response in each case, or fill in the appropriate response.

1. Class: ___Freshwoman ___Sophomore ___Junior ___Senior 12:___

2. Racial/ethnic background: ___White ___Black ___Native American
___Chicano ___Asian-American ___Foreign (Specify:___________)
___Other (Specify: ___________________) 13:___

3. What are your most likely plans after graduation?
___Graduate school ___Employment ___No idea
___Other (Please specify:_______________________) 14:___

4. Where is your "home"?
___Northeast USA ___Southern USA ___Middle Atlantic USA
___Mid-west USA ___Far West USA Foreign (Please specify:_________) 15:___

5. Are you on financial aid? ___Yes ___No 16:___

6. Major or probable major: ___________________ 17:___

7. Are you a Continuing Education student? ___Yes ___No 18:___

8. Have you transfered to Wellesley from another college? ___Yes ___No 19:___

9. Compared to other students in your class, how involved are you in extra-curricular activities?
___Very involved ___Involved ___Uninvolved ___Very uninvolved 20:___

10. What is your current place of residence?
___Off campus ___On campus (Hall:___________________) 21:___

11. Are you an active member of a religious group? ___Yes ___No 22:___
23:___

12. What is your approximate overall grade point average at Wellesley?
___A ___A- ___B+ ___B ___B- ___C+ ___C ___C- 24:___

13. What is the highest level of education completed by your mother and your father?

	Mother	Father
Less than high school diploma		
High school diploma		
Some college		
College degree		
Some post-graduate work		
Post-graduate degree		

25:___
26:___

THANK YOU VERY MUCH FOR YOUR COOPERATION

AN INTEGRATED APPROACH TO ACADEMIC ADVISEMENT

Marilyn Jody
Western Carolina University
Cullowhee, North Carolina

Every university provides academic advisement, personal counseling, and career services in some form. What makes delivery of these services unique at Western Carolina University is that they are offered under one roof and under one administrative structure. The entire unit, called the Counseling, Advisement, and Placement Center (CAP), reports to the Vice-Chancellor for Academic Affairs.

Conceptually, the CAP Center reflects the idea that students' needs are special, individual, and interrelated. Physically, by design, the Center is a highly visible and attractive space located in a high traffic area near the center of campus. Functionally, the Center is a team of faculty, staff, and students engaged in a cooperative effort aimed at providing each individual with the best possible opportunity to achieve a successful collegiate experience.

The Counseling component offers an entire range of personal, social, and academic counseling services, both remedial and developmental. The Placement component supplies all of the University's part-time and full-time job placement services, as well as career counseling and a career library. The advisement component provides direct advisement for all freshmen and for all students who remain undecided as to a major after their freshman year. For all other students and for Departments that seek assistance in providing better advisement, the Center offers consultation, workshops, and other support services.

Early measures of the relative effectiveness of this team approach to advisement, now in its second full year of operation, are heartening. Retention is up -- nearly 9% for the undeclared student after only one year. Freshman grades are up -- a higher grade point average than that for any year in the past five. And other measures of success are equally satisfying. A campus-wide survey conducted late in the first year showed that students rating twenty-two University offices on their relative helpfulness ranked the Advisement component of the Center number one. The Couseling and Career Planning/Job Placement components ranked second and sixth.

Although many factors are involved, the key to this remarkably positive impact appears to be what the CAP Center describes as an integrated approach. Where academic advisement is closely identified with personal, social, and vocational concerns, students soon acquire a holistic view of their collegiate experience. At the same time faculty advisers have a better opportunity to see their advisees as total persons with human as well as academic needs. And counselors see more clearly their part in the University's academic mission. Whether the student comes to the Center seeking academic advice, personal counseling, or help in finding a job or a career, the immediate visibility and accessibility of related services make self-referral as well as professional referral an easy matter. Additionally, the close working relationship of faculty and counselors provides a continuing opportunity for an informal exchange of skills and information that extends the competence of the entire staff. Mutual understanding and respect are a natural result.

The Center's full-time staff consists of a Director; Coordinators for each of the three components; Directors of Upward Bound and Cooperative Education and Assistant Directors in

Career Planning and Upward Bound; four professional counselors; and six clerical staff. Other staff include a rotating group of 35-40 advisers, all of whom are full-time teaching faculty; and from 75-100 students acting as tutors, advisers, and general assistants.

Advisers are employed for the most part on a yearly basis, with approval in each case from the individual's Department Head. All faculty are eligible to apply. However, selection is based on three criteria: The Center attempts to maintain broad representation from all Schools and Departments of the University; it attempts to select advisers who relate effectively to students on a one-to-one basis, and third, every effort is made to employ advisers who can assure an extended commitment to the Center in order to maintain continuity of advisee-adviser assignment over the full academic year.

Advisers have four specific duties. First, each is responsible for the direct advisement of approximately fifty advisees. Monitoring of the academic program and progress of each of these individuals is the adviser's chief responsibility. Second, the adviser keeps scheduled office hours in the CAP Center for two hours each week. Students who come to the Center for academic advice are referred to the advisers on duty. Third, the adviser is required to attend a series of training workshops on advisement. Finally, advisers provide liaison with the Departments and Schools they represent, establishing mutual exchange of information between the Center and all parts of the academic community.

Adviser workshops provide an important opportunity to develop the team advising approach. CAP Center Coordinators and other professional staff take part in these workshops, training advisers in basic counseling skills and referral techniques, providing career information, and encouraging academic advisers to relate the academic programs of their advisees to the student's personal and vocational expectations and capabilities. Special training is provided in how and when to refer students who need career direction, tutoring, or other types of academic counseling. At the same time. faculty offer suggestions and supply insights to the counseling staff in matters of academic policies and programs as well as the teaching-learning process.

These workshop sessions are reinforced by frequent informal contact between faculty advisers and other CAP Center staff during the scheduled time advisers spend at the Center as well as in other encounters on campus. Because counselors and faculty know and are comfortable with each other, mutual discussion of individual student problems is easy, as is referral of the student for specific kinds of help, whether the need is for an aptitude test, counseling for test anxiety, or information about the current job market.

The essential factors in an integrated approach to advising are close and continued communication, a willingness to be flexible, and common objectives that are student-centered. How-to is an individual strategy; each institution presents a different kind of challenge. But certainly a conceptual integration is possible through joint staff meetings and cooperative planning. And functional integration through joint projects can demonstrate the mutual commitment.

The place to start of course is with administrative support. An immediate selling point is that duplication of efforts can be reduced and effectiveness of delivery enhanced simply by increased communication. No changes in structure. No new positions. An institution can simply begin with a specific proposal that brings key persons from each area together to share expertise. Demonstrable positive results in one project can lead to support for additional proposals.

A good project? One might be "How to improve course planning through increased awareness of career options in selected liberal arts programs." Another might be "What's missing? A motivational approach to the learning problem in basic freshman courses." Both of these projects are underway at Western Carolina University. But even without a CAP Center, common campus problems such as these can be the focus to bring faculty, counselors, and career services staff together in purposeful ways.

The CAP Center experience at Western Carolina University indicates that successful academic advisement comes from seeing the student as a total person whose academic program cannot and should not be separated from his or her personal needs and career goals. It seems a simple insight; it may also be vital one.

AN IMPLEMENTATION PLAN FOR COORDINATED-DECENTRALIZED ACADEMIC ADVISING

Western Michigan University

Academic advising includes many things, from the bookkeeping check of requirements to the synthesizing discussion of a student's broadest academic plans. But the essence of advising is to open avenues, to be a freeing force upon the student. Advising will help widen the field of choice among courses; it can point toward disciplines not previously considered; it should urge consideration of original but productive combinations of curriculum major and minor. Advising may save a student from tackling the impossible or prod him into some taxing study that he needs; and it ought to remind him of the variety of careers that might follow any academic program. Obstacles to this freeing force are students' wrongly assumed limitations, whatever their source: Poor information, incomplete past advice, family pressure, high school experience, or simply conventional wisdom. But perhaps the most important source is the cultural stereotype, the assumption that people should choose courses, programs, and careers according to race or sex, not ability and interest. When academic advising succeeds, it helps a student discover that he can choose and act in his academic life, not simply be acted upon.

There are several measures of good academic advising. Information must be accurate and available, and students must be told where it is available. Advisors should be committed and qualified -- and rewarded. Advice on specific requirements must be a formal commitment to the student. Advising ought to be a willing process for both advisor and student. At least one advisor who is willing and able to discuss the overall program pattern and plans should be available to every student. Each new student should have a specific initial advisor.

The University will develop a federated system of academic advising composed of many present departmental and college advising programs and modifications of other existing programs. A Coordinator of Academic Advising (and staff) will be responsible to the Vice-President for Academic Affairs; and a University Council on Academic Advising will serve as an advisory board to the Coordinator. As with other academic matters, goals and procedures will be those approved by the Educational Policies Council. Each college will determine how its students will be advised. Responsibility for advising will follow the patterns of responsibility existing in other academic matters at Western Michigan University.

OFFICE OF THE COORDINATOR

A person with appropriate academic credentials, experience in advising, and a familiarity with the broad scope of Western Michigan University will be appointed, on a fiscal year basis, to serve as Coordinator of Academic Advising and Articulation. A support staff will be employed to serve the office.

Functions and Responsibilities of the Office:

1. Coordinate all University academic advising.
2. Provide guidelines and standards for academic advising.
3. Disseminate advising information.
4. Prepare advisors' manuals and materials.
5. Serve as an advisor for publications that affect advising and articulation, including such materials in the Undergraduate Catalog.
6. Delegate responsibility for academic counseling and advising of identified "undeclared" students to the Counseling Center (See Special Section).

7. Coordinate, with the Director of Orientation, academic advising during orientation.
8. Assign each student to an initial academic advisor.
9. Train advisors in cooperation with college level personnel.
10. Seek continued education and training from all segments of the University community.
11. Provide articulation between the University and community.
12. Chair the All-University Council on Academic Advising.

COLLEGE LEVEL ACADEMIC ADVISING PROGRAM

1. Each college shall determine how its students will be advised. Each college shall delegate to an Associate Dean or assistant to the Dean the responsibility to oversee advising of students in curricula within the College. This person shall give to the Coordinator any information that will help the Coordinator promote liaison with other units within the University.

   This person shall:

   A. Assure that there is adequate academic advising within the college and serve as coordinator for departmental advisers. The departments determine requirements for majors and minors.

   B. In cooperation with the Coordinator, articulate programs and courses within the college with Michigan community colleges.

   C. Serve on the college's curriculum committee as either a voting or non-voting member.

   D. Maintain student academic advising records.

   E. In cooperation with the Coordinator, oversee and coordinate academic advising publications within the college, including materials for the Undergraduate Catalog.

F. Promote liaison with those graduation auditors who deal with the curricula within the college.

G. Serve on the All-University Council on Academic Advising and on the executive committee of that Council.

H. Help the Coordinator train advisers.

I. Help determine the need for generalist advisers within the college and shall supervise them.

J. Assure that each student admitted to a curriculum within the college is assigned to a generalist adviser (by name) with whom the student can undertake his initial advising.

2. Each college shall determine its need for generalist academic advisers. This need will vary with the size of the college and the nature of its programs. Some colleges may want departmental advisers to do total advising - - general, major and minor. Others may want to separate the functions. Still other combinations may be possible.

A. Generalist advising shall be included in the formula for determining the number of advisers needed in the college.

B. These generalists, when necessary, will advise students about their general education requirements except for the integrated programs, advice on which must come from the College of General Studies.

C. These generalists will provide introductory information about programs and majors within the college and about the credit hours needed to develop such programs.

D. These generalists will be referral resources for students on questions about programs or alternative programs and on a wide range of other advising and counseling questions.

E. These generalists will help students assess their progress toward their degree.

3. Each college/school shall maintain the records necessary for academic advising and shall make these available to major and minor advisers.

    A. Records of student progress and performance, transcripts of high school and college work, major/minor slips and other data pertinent to intelligent advising, will be kept by the College.
    B. Colleges must transfer student files to other colleges when a student changes curriculum or major outside that college.
    C. Students shall receive a copy of all commitments regarding their academic programs, and a copy of each commitment shall be filed with the college and the Records Office.

DEPARTMENT LEVEL ACADEMIC ADVISING

The concept, and evolving process, or a decentralized but coordinated academic advising is contingent upon university, college/school and department recognition of the essential and valuable role of faculty in advising. Further, the viability of such a program is dependent upon the presence and full cooperation of faculty members who have a genuine interest in student welfare.

1. Each academic department shall be responsible for advising students who elect its major or minor.

2. The Chairperson of each academic department will select and appoint, within the guidelines provided by the Office

of the Coordinator of Academic Advising, those members within the department who shall serve as academic advisers.

A. Full time faculty members (or other approved advisers) selected for advising functions shall be given assigned time. Recommended ration is one credit hour equivalent for each forty (40) curriculum students.

B. Advisers shall be selected from volunteer faculty members whenever appropriate. Selection as an adviser shall in no way jeopardize a faculty member's status in the department. Performance as an academic adviser shall be a criterion in matters of tenure, promotion and merit increments.

C. The Department shall provide academic advisers for all semesters and sessions throughout the year.

   1. Procedures such as assignment, rotation, spring and summer duties will be departmental responsibilities.
   2. During spring and summer, small departments with few majors and minors may arrange for academic advising at the college level.
   3. Advisers will maintain appropriate posted hours to accommodate their advisees.

D. Department advisers shall maintain only those minimal records deemed necessary and shall utilize the college records when appropriate.

E. The adviser and student shall jointly develop and endorse (if required) the major/minor program. The adviser shall approve substitutes, waive requirements and make other adjustments as appropriate.

F. All faculty members who are working as advisers shall have access to adequate clerical assistance.

G. Publications and other materials related to the advising function of a department shall be developed in consultation with the dean.

H. Each departmental adviser will avail himself of all opportunities to learn about the University and its curricula and about departmental and college policies. Examples:

1. Attending workshops established by the Coordinator of Academic Advising.
2. Working with the Dean and College advisers.
3. Keeping current a manual of University, college and department policies and changes.
4. Keeping informed of the Educational Policies Council's actions.
5. Keeping current on Faculty Senate actions.

3. For students in the teaching curricula, the College of Education will be responsible for approval of certification requirements. If vocational endorsement is requested, the College of Education will work with the Colleges of Business and Applied Sciences to secure it.

ALL UNIVERSITY COUNCIL ON ACADEMIC ADVISING

1. The University, through an appropriate agency, will establish a standing Council on academic advising to serve as an advisory agency to the Office of the Coordinator of Academic Advising.

2. The Council, to be chaired by the Coordinator, shall be composed of:

A. The college/school level Associate (assistant to) Dean of each unit.
B. The Director of Admissions.
C. The Director of Orientation.
D. The Director of Career Planning and Placement.
E. Director of Counseling.
F. Director of Records.
G. Six faculty members appointed by the Faculty Senate.
H. Director for General Education.
I. Five (5) students appointed by student government.

3. The Council shall meet at least once each semester and as deemed necessary by the Coordinator.

4. The group of college level Associate (assistant to) Deans of the Council, under the chairmanship of the Coordinator, shall meet regularly to provide coordination of college level functions.

ORIENTATION AND STUDENT ADVISING

Orientation is designed, in part, to let incoming students meet with academic advisers and prepare an academic program for the ensuing semester or session. Academic advising serves a major function in the formal induction of students into the University community. C.U.E. in its final report, recommended that every new student be assigned to an adviser during orientation.

The Director of Orientation will work closely with the Coordinator and the Admissions Office to assure an orderly advising process during orientation.

THE RATIONALE AND IMPLEMENTATION OF AN ACADEMIC ADVISING SYSTEM AT A LARGE UNIVERSITY

The following report was prepared by a special Committee On Academic Advising at the request of the Faculty Senate at a large Public University. It was subsequently approved by the Senate and Administration.

The report's salient features are:

1. It separates the function of distributing factual information from that of giving academic advice.
2. It provides a multilevel system for distributing factual information, with offices at the campus-wide, divisional, college and departmental levels.
3. It provides a multilevel system for advice to deal with students seeking departmental, college, divisional, interdivisional, or General Studies degrees, as well as for those students as yet undecided.
4. It identifies the responsibilities for each of these systems on all levels, with the ultimate responsibility to be borne by the Dean for Undergraduate Studies. In particular, he is to bear responsibility for the academic advisement aspect of Summer Orientation.
5. It introduces a number of procedures so as to make such a system viable:

    A. To make the informational system work sufficiently well so that it will be possible for the student, if he so desires, to determine all the factual information for himself, the report suggests:

        1. Changes of major be no more difficult than the drop/add procedure for changing courses. (The only restriction being Board of Regents limitations on enrollment.)
        2. Requirements be stated sufficiently clearly and precisely so as to make their determination by the student unambiguous.
        3. An Audit System be developed to allow the student to check his requirements, to verify that his projected program will meet his requirements, and to be encouraged to review his program.

    B. To make the advising system work, the report proposes that there be evaluation procedures developed, both for the system and for the advisors, so that good advising can be recognized and rewarded and bad advising can be stopped.

6. The report recognizes that several years will be necessary for the system to be fully implemented. That is, the Dean for Undergraduate Studies must be installed, the Divisions must be formed, the informational offices must be staffed, the informational system (particularly as it relates to the computer) must be developed, and the attitude must become widespread that advising is a necessary and worthwhile faculty endeavor.
7. The report also recognizes the need for money to implement any improvements in the advising system. The informational system must be developed and staffed, and the faculty must be available when advising is needed.

INTRODUCTION

The problem of Academic Advisement has been one of constant concern and study at this University and other institutions across the country for many years. Studies at this and other universities have produced data concerning student opinion and the historical development of advisement systems (Report of the Commission on Education, Case Western Reserve University 1970; Academic Counseling and Advisement, Western Michigan University 1971). The effectiveness of advisement has been extensively examined (Retention and Withdrawal from College, USOED, 1970; the Comparative Effectiveness of Student to Student and Faculty Advisement Programs, Kansas State University 1971). Proposals have been initiated for changes in policy (Report of the Ad Hoc Committee on Advisement 1971; and others). Position statements have also been expressed by the University Administration. Data and opinions expressed in the documents together with the changing concepts of the University to reduce the in loco parentis function of advisement provides the basis of this report.

We offer here no miracle cure for the problems of advisement. We do, however, suggest some procedures that should help and try to delineate the lines of responsibility to ensure that these procedures are followed. Basically, this report consists of the acknowledgement of certain facts about the University considered in the context of the advisement system. Briefly, these facts are:

1. Advising on campus as currently practiced is less than satisfactory. This is recognized by students, faculty and administrators alike. The Board of Regents, in its recent considerations of the academic reorganization plan, specifically called attention to the need for a new advising plan:

> ...Finally, the Committee recommends that the campus proceed with consideration of other proposals, including the alternate proposals suggested by the Chancellor, particularly on the important problem of student advisement, so that the Board of Regents may have more complete information in which to base their action on further implementation of the plan.

2. The size and complex organization of the University, and the multitude of available programs and options, makes it evident that no individual faculty advisor can maintain the adequate command of the details of the system essential for good advisement. We are forced to recognize the double function of advisement; of providing both factual information and advice in decision-making by students. The process of decision-making is dependent upon factual information; but in the presence of an adequate information system decision-making need not require advice. Consequently, we have been led to separate the functions of informational offices and of student academic advisement as largely independent activities. This is the cornerstone of our proposal. The informational aspect of advisement can be reduced essentially to a mechanical process where adequate information is available to all. Advisement, on the other hand, is a highly individual process depending on the diversity and experience of personnel. Faculty resources as well as undergraduate input is essential.

3. The campus is undergoing academic reorganization. This produces new alignments and therefore new lines of responsibilities. Futher, new kinds of degrees are being offered

in addition to the more traditional ones directly associated with departments. Machinery for advisement must be developed for this new context.

4. Use of the computer for registration immediately affects both the time of advising and the relationship between student and advisor. It also offers new possibilities for information distribution hitherto unavailable.

5. Dissatisfaction with the in loco parentis concept by most of the University community puts a rather different light on the demands made on an advisement system. If the faculty only gives advice where it is wanted, much of the needless and essentially trivial aspect of advising is removed, providing more time for careful consideration of those students who do want advice and attention.

The combination of these facts provides the framework for the advisement system that we describe below in fairly general terms. Specific details of the organization of the various offices described in the report must be developed with the establishment of the Divisional structure and a Dean for Undergraduate Studies. This Dean is of paramount importance to the advisement system, as he will ultimately be responsible for the organized framework of the system and for the delegation of the functional responsibilities to all other levels (Division, College, Department, Program). The rapid appointment of a qualified Dean is essential. Given the time necessary for both the Dean and the Divsisions to begin operations, for new attitudes toward advisement to be formed, developed and propagated through the system, and for a useful informational network to become functional, it is clear that several years will be needed before advisement will be significantly better. It is incumbent upon us to start moving in this direction now.

Ultimately, whatever restructuring we produce, advising boils down to one professor advising one student. We might, at this point, simply propose the edict that faculty must devote more time to advising. The futility of this approach, which has been in effect for years, is clear when we consider the responsibilities the faculty have to teach and meet with their students, to achieve and maintain the scholarly excellence fundamental to quality education and the intellectual development necessary in a University, and to serve in various ways to assure the smooth running and high academic standards of the University. More time at advising is necessarily at the expense of something else. Our University is not so strong in any of these attributes that we can afford that approach. The improvement of advising requires not only new efforts and attitudes, but also the monetary expense necessary to provide the additional time for advising, the staff for the informational system, and the faculty for summer advisement. If we do not recognize this fact, we simply won't be facing up to the problems of advising.

ORGANIZATION AND PROCEDURES

Organization: The central focus of the entire advising system is the Dean for Undergraduate Studies. His office bears the fundamental responsibility for coordination and overseeing all facets of advising within the campus. This office will play the following roles:

1. Maintain a central information office. This office serves as a source of all information related to advising, including records, requirements both campus wide and for individual programs), names of appropriate people throughout

the University for dealing with specific problems (see below), etc. It is expected that this office will ensure that its information is up-to-date and accurate. Students as well as advisors will be able to come here in order to obtain information both of a general nature (e.g., student's Academic Audit, see below). Since this office's function is informational rather than advisory, it can be staffed with adequately trained students, retired people at relatively low cost.

2. Be responsible for advising students who are not in one Division. This includes playing the role currently played by the College Deans in receiving and distributing necessary forms, furnishing permission for credit by examination, etc. Such students will fall into three categories:

   A. Interdivisional Majors: These may be students in established programs that cross divisional lines or students in Independent Studies involving fields from several Divisions. In either case, the Office of the Dean for Undergraduate Studies will be responsible for ensuring that these students have faculty advisors available from the appropriate disciplines. For the Independent Studies student, this office will appoint the Committee that works out with the student, the necessary program.

   B. General Studies: Students working for the Bachelor of General Studies will have faculty advisors chosen by the Office of the Dean for Undergraduate Studies. These advisors, in particular, will be chosen for their broad interests.

C. Undecided: Students who are undecided as to what their major will be, will have special advisors until they select a more definitive program. It is expected that use will be made here of the personnel currently associated with the Office of Intermediate Registration. (OIR currently performs two functions: It serves as a "home" for students ineligible for transfer from one college to another, and it helps undecided students to determine what their interests are. The former function will no longer exist because such students will no longer exist (see below). Therefore it seems most useful for the latter function to be performed under the Office of the Dean for Undergraduate Studies. We envision then, that OIR, suitably renamed, will be responsible to the Dean for Undergraduate Studies.)

3. Coordinate and oversee all other advising. The Office of the Dean for Undergraduate Studies will have the responsibility of making sure that all other advising offices (see below) are functioning properly and that information is flowing freely throughout the system. In particular, it will be responsible for the appointment and evaluation of advisors. It is the Office responsible for the entire advising system; ultimate responsibility for any shortcomings in advising throughout the campus lies here.

4. Maintain liaison with other groups as appropriate. This office will maintain liaison with the other related facilities on campus, such as the Counseling Center and the Placement Center, for the purpose of providing a two-way flow of information and for referral purposes. In addition,

will prepare and distribute appropriate publications, interact with High Schools and Junior Colleges, and maintain such direct communication with incoming students, including the dissemination of printed material concerning any requested programs and information on how to contact the advising officer in these programs.

5. Run the Academic Advising aspect of Summer Orientation (see below): Each division will maintain a similar advising office. Within each Division there will be a Divisional Advising Officer whose office will have similar responsibilities, within the Division, to those of the Office of the Dean for Undergraduate Studies. That is, it will:

   A. Maintain a central information office. This office will have, as a specialty, all information relating to the Division, such as programs, student information, etc., as well as campus-wide programs.
   B. Be responsible for the advisement of students working for divisional degrees, students working for interdepartmental degrees within the Division, and students committed to the Division but undecided as to a futher specification of major.
   C. Coordinate all advising within the Division, carrying the appropriate responsibility.
   D. Maintain liaison with the Counseling Center, the Placement Center, and other Divisions. In particular this office shall be an expert source of information for students wishing to transfer into the Division from the rest of the University.

Within a Division, all subgroups will have appropriately identified Advising Officers. That is, each Department, College, Program, etc., will have one Officer designated who bears the responsibility for information and/or advising within that subgroup, and who is or maintains, a source of up-to-date and accurate information about that program. A student, for example, could consult with this Officer if he is considering transferring to that particular major. This does not mean that each department must have a faculty member on call at all times for this purpose. It simply ensures that one person has responsibility for providing printed information and for being available by appointment if a student desires further information or advice. Colleges might be expected to have a continually manned information office. On the other hand, a small department might have a message service, or group together with other departments in the same building to provide one information office. The actual advising of students within a given program will be done by one or several faculty advisors depending on the numbers of students and qualified faculty available. (see below)

We thus have a variety of informational offices and officers on all levels in the University. These officers are often duplicate resources and are meant to be places where students and advisors can go to get factual information quickly and without a runaround. Hopefully the Office of the Dean for Undergraduate Studies and the Divisional offices will eventually be directly connected to the computer to provide rapid access to student's records, etc. Every office, from the Dean of Undergraduate Studies to the Departments, will have an identified officer whose name and campus phone number will be listed on a printed list available in all informational offices and, perhaps, in the campus telephone directory. The goal here is easy access to all factual information (as opposed to advice and counseling) and the staffs would be trained for this purpose.

Procedures: The entering student will be informed that the ultimate responsibility for the program determination, course selection and fulfillment of requirements rests with the student. He will also be informed of the help the University offers him in meeting this responsibility, both in the offers of several levels of advising and counseling, and in the various sources of information. He will be encouraged to take advantage of these University services.

The entering student will then be given the opportunity to select the program he desires. This choice might involve immediate specialization to a particular Department, or only to a College, or perhaps only to a particular Division. Other choices might be for some interdivisional program or for the General Studies program. However, students may remain undecided if they choose. They will not be forced to choose a specific area if they wish to remain undecided.

Within this chosen program (department, college, division, interdivision, General Studies, or "undecided") the student will be offered an advisor. That is, he will be given the name, office and office phone number of an advisor who will be available to give advice if the student desires it. There will be no obligation on the student's part to get the advisor's signature, or, indeed, to ever meet the advisor. (Special resources will be available to encourage the student's use of his advisor when it appears appropriate, see below)

Because the advisor's signature is not required for registration, the advising function can be spread throughout the semester. Computerized registration will contribute further to encouraging students to see their advisors at some time other than the week before classes. The easy availability of factual information should remove the more routine problems from advising. Consequently if a student does choose to see his advisor it is expected that he actually will want advice and that his advisor will give him the necessary time and attention. A student will be free to change his advisor at will, subject only to the approval of the new advisor (to avoid overloads). The student merely notifies the Advising Officer of his program that he wishes to change advisors, and if desired, the name of his preference for a new advisor. It is a general principle of this entire plan that there must be easy "horizontal" motion for the student. A student is never sent anywhere (to a program, and advisor, etc.) without giving him a "return ticket" so he can change (his program, his advisor, etc.) later. Subject to a change desired by the student, his advisor should remain the same throughout his association with a given program.

It should also be easy for a student to change from one program to another within the University. Because this involves somewhat more than the pure advising aspects of the problem, we discuss this separately below.

SPECIAL PROBLEMS

Summer orientation: Summer Orientation currently serves two purposes, academic advising and student life, yet it is entirely under the supervision of the Office of Student Activities. It is generally agreed that the academic advising aspect of it is one of its weakest points. To improve this without weakening the student life aspect we propose that, while the Office of Student Activities continue to bear responsibility for overall logistics and the student life aspects, the Dean for Undergraduate Studies be given full responsibility for the academic advising aspect. Specifically we propose that for one day of the current two day orientation program, the Office of Student Activities turn over the students to the Dean for Undergraduate Studies for the purpose of academic advising. Any future modification of this arrangement should be made by agreement of the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs.

Another difficulty associated with academic advising in Summer Orientation is the fact that most faculty are not available during the summer. Only a relatively few are on 12-month contract and they often have other responsibilities. Attempts to move Orientation to times when faculty are available are beset with logistical difficulties. It seems impossible to handle the number of incoming students (typically 5000 freshmen and 3000 transfers) in the short period available after the faculty returns and before classes start. Orientation before the summer starts is hampered by the lack of records from the student's previous schools. Nevertheless, faculty must be available during Orientation if we are to have any reasonable system of advising. Particularly for transfer students, where the detailed nature of courses previously taken must be determined, it is essential that faculty experts, familiar with both the program and the field of study, be available to help plan future programs. The effect of wrong initial programming for students can be extremely costly in time, effort and morale, if not disasterous. Although the faculty might be assisted here by suitably trained students who deal with the more routine problems, no Orientation program will adequately deal with Academic Advising in the absence of faculty. Bluntly put, this costs money. If this University is to commit more than lip service to the concept of good advising, it must be prepared to devote the necessary resources to it. There is no way we can assure and demand good advising if it is to be done as a spare time activity or as a gesture of good will. In committing itself to good academic advising, this University is committing itself to providing faculty during the summer for the purpose of Orientation.

Change of Programs (Internal Transfers): The difficulty of changing programs is one of the major causes of confusion and poor advising on the campus today. Students may find themselves out of one College without being admitted to another. They may find that they are not in a College they thought they were. Only after they are in the new College do they often find out how much of their previous work is applicable. Programs are frequently not spelled out with sufficient precision to allow reasonable judgements to be made before the transfer is actually completed. A reasonable advisement system cannot be expected to deal with this kind of confusion. For this purpose we propose the following:

1. Any student currently enrolled at the University can transfer into any program (Division, College, Department, etc.) without restriction, except in the case where the Board of Regents has limited enrollment in that program. In that case the program will specify and publish what procedures are necessary for entrance. That is, a student may go at any time to an appropriate advising office (Dean for Undergraduate Studies, Division or College) and by filling out the appropriate form effect the transfer. Both the new and old programs (department, college, division, etc.) are notified (as well as relevant people, for records purposes) and the student is then offered a new advisor in the new program. This should be no more difficult than the drop/add procedure for changing courses.

2. Programs must be defined with sufficient precision in the Catalog so that a student can ascertain whether he meets the requirements such as "consent of the advisor." The word "elective" should mean "any course in the University." If a program does not mean that, it should not use that word, and it should explicitly spell out the restrictions involved. These are then known requirements of that program. (Of course, Independent Studies programs must be worked out individually.) Further, requirements should be stated in a positive fashion. That is, "to satisfy the requirements for this degree you must take .... credits in the allied fields of ......," rather than "you may not take courses in .... for this degree."

We want to make it quite clear here that we are not in any way attempting to restrict the right of an academic program to set its requirements. What we are asking here is that, whatever those requirements are, they should be known. There is no way that the informational system can work if the information is not available. If all requirements are explicitly spelled out, then the informational problem becomes a (still complex) mechanical problem and advisors can devote their efforts to giving advice. Any advising system will crumble and fall if the information is not available or is known only by the select few.

ADVISEMENT PERSONNEL

Information officers: will be primarily concerned with dispensing factual information, available from catalogues, academic regulations and student records. (Proper respect for the confidentiality of records must, of course, be assured.) Ultimately, most of this information would be available from a computer print out. This service would not require the use of faculty except in a monitoring function. Graduate student, undergraduate or non-faculty (retired staff, etc.) would be satisfactory after an adequate period of training. This would relieve the cost of the service as well as providing employment opportunities to a varied group of persons on a part-time or full-time basis.

Academic advisors: will depend primarily upon the faculty resources of the University. It is anticipated that the optional nature of academic advisement may reduce the quantitative aspects and enhance the qualitative nature of advisement. It is essential that the most qualified (in terms of interest, knowledge, ability, ability to communicate with students, availability, etc.) faculty be encouraged to participate in advisement and that adequate recognition be given to their effort. This should take form in consideration of tenure, promotion and merit increases as well as consideration in terms of demands on other functions of faculty (teaching, research, service). A balanced load is necessary to assure quality in all functions (although the nature of the load will vary with the program).

Additional advisement simply cannot be appended to current faculty activity and be expected to provide a quality operation. Under this system the continuity of advisement in the faculty-student relationship should become optimally stabilized, but provide for essential movement.

Quality control of advisement would be contributed to by at least an annual briefing of all academic advisors under the Dean of Undergraduate Studies and by clear lines of responsibility and evaluation (see below).

Diversity and expertise of advisors would be fostered with the various levels and programs. Special programs or requirements of students would be met by publication of available faculty resources, such as pre-professional or general Honors advisors, to facilitate easy access by students and other advisors. In the selection of advisors that will function at other than the departmental level (Office of the Dean for Undergraduate Studies, interdivisional, divisional and college), care must be exercised to select individuals with a broad expertise that crosses specific discipline lines.

It would also be advantageous to develop a cadre of voluntary undergraduates that could function at the departmental level to assist faculty advisors on problems that are most satisfactorily dealt with on a student to student basis. Graduate students also may be used in an advisory capacity under the supervision of permanent faculty so as to provide continuity to the students.

Selection of academic advisors will involve submission of candidates by Provosts, Deans, or Departmental Chairmen to the Dean for Undergraduate Studies, who will approve the actual appointments.

EVALUATION

Separate procedures to evaluate the advisement system and its procedures and the performance of individual advisors must be developed. Input from students, faculty and administrators should provide evaluation data satisfactory to monitor the informational offices and the academic advisors. Such data would provide the basis for recommendation of rewards (tenure, promotion, salary, etc.) reappointment of satisfactory advisors, and identification of problems within the system that require alteration and updating. Basic questionnaires and evaluation forms for feedback on both the system and the individual advisors must be developed in the Office of the Dean for Undergraduate Studies by appropriate individuals, including students. Such forms could be modified as necessary to fit the specific needs of departments or programs.

In the final analysis, judgment of any facet of the system is based on its responsiveness to the requirements of the student body. The measure of success of the information program is simply whether students may function in self-advisement, and depends on the availability of hard information (catalogs, booklets, etc.) and the ability of the personnel to convey this information. The measure of success in academic advisement is based on the resolution of students' academic problems in the decision making process. Beyond the criteria of concern, interest, and a conscientious attitude, few stipulations for probable satisfactory performance by individuals can be stated. Trial and error appears to be the only available technique, and the success of this depends on adequate feedback. It is expected that administrative personnel responsible for the assignment of faculty to advisement duties will exercise careful judgment to select the best possible candidates. It is also essential that the Dean for Undergraduate Studies review such appointments.

THE AUDIT SYSTEM

The advising system, as envisioned here, requires that there be sufficient factual information readily available so that the student who knows what he wants can easily prepare his program with confidence that he is satisfying all the requirements, and at the same time that there be advisors readily available to help, advise, and check if the student wants their assistance. In this section we describe several relatively innovative procedures which serve these purposes in a fundamental way.

Academic Audit: A student must be able to know, with some confidence, his previous record and the outstanding requirements for his degree program. These are, or should be, easily determinable factual pieces of information; it is essential that these be readily available. For this purpose we propose that a student be able to check his particular record and its applicability towards any given program by means of an Academic Audit as follows:

1. The following information should be provided to the student each semester with his registration materials, and at other times at the College and Divisional informational offices and at the Office of the Dean for Undergraduate Studies:

    A. Courses taken with credit hours and grades.
    B. Courses still required for designated major.
    C. Outstanding prerequisites for required courses for designated major.
    D. Cumulative average and total hours completed.
    E. Advisor's name, office and office telephone number.

2. For students contemplating a change of major, the following information should be available at the College and Divisional informational offices and at the Office of the Dean for Undergraduate Studies:

    A. Courses required to fulfill present major.
    B. Courses required to complete major under consideration.
    C. Outstanding prerequisites for required courses for each of the two majors.
    D. Name, office and office telephone number of advisement officer for the major under consideration.

No student can possibly plan his program without this information. No advisor can assist in the planning of a student's program without this information. It therefore is essential that this information be readily available and that records and requirements be presented in such a fashion so as to make it readily available. The new computerized system of registration lends itself to providing this kind of information. Although we recognize that several years will be required for this Academic Audit to be fully implemented within the computerized system, we feel that it is a necessary step for the significant improvement of the advising system.

Audited Program: Once the student has the above information and is ready to commit himself to a specific program of courses, there should be some way that the student can reliably verify that his planned program does indeed satisfy all the requirements necessary for his desired degree. That is, he should have some way of being assured that if he completes all courses in his planned program successfully and meets all general academic regulations, he will get the degree he seeks.

In order to provide this assurance, and also to encourage long range planning for the benefit of both the student and the departments, we propose the Audited Program as follows: The committed student would have the option of preparing a detailed academic program showing all the courses that he will take for the remainder of his stay at the University. These will be listed on a form and checked to verify that successfully following such a course of study will meet all requirements for his desired degree. It will be signed by the student's faculty advisor, the program head for the desired degree, and the appropriate Dean or Provost. The student is then guaranteed his degree provided all courses listed on the form are successfully completed and all general academic regulations (also listed on the form) are met.

We emphasize that this is completely at the student's option. He may very well complete his degree without ever preparing an

Audited Program. Having prepared one, he may subsequently modify his program either with or without officially amending the Audited Program. The purpose of this is to provide the student, at the time he wishes, with official assurance that his plan of study does indeed meet all the requirements for his stated academic goal, and to encourage the kind of long range planning necessary to develop such a plan.

Periodic Review: Having made the use of the advisor optional, we expect that many students will successfully complete their degrees with little or no use of their advisors, while others will make great use of them. There will, however, be students who would benefit from advice, but who don't see their advisors. In order to encourage such students to seek advice, we propose the Periodic Review as follows:

Several times in a student's career (e.g., when he declares his major, the semester before graduation, or perhaps once a year) his record is checked by the Advisement Office appropriate to his program. The student is then notified that his record has been reviewed and that either there appears to be problems and it is recommended that he see his advisor, or there does not appear to be problems but no assurance can be given in the absence of an Audited Program.

Seminar: As a complement to the above advising system, we recommend that each Department (or appropriate contact level) consider offering a Seminar to assist students in planning their remaining programs and to introduce them to professional opportunities in the area. Such Seminars have been used in several places on campus with apparent success. Whether offered with or without academic credit, we recommend that such a Seminar not be a required course.

OUTSTANDING QUESTIONS

Several questions have been raised which the Committee has been unable to answer, and to which any further examination of the advising system must address itself.

Fundamental to the entire system is the movement away from the in loco parentis concept. While any attempt at preserving this concept in a University of this size in this day and age seems doomed to failure, it is not at all guaranteed that a system devoid of this concept is indeed viable. To this extent, then, the proposed advising system may be viewed as an entirely unavoidable experiment, and should be subject to careful observation and data gathering.

Another trend in advising is the increasing use of "peers," that is, students advising students. Although some research exists here, further study must be given to questions of the specific areas in which student advising is most suited, the degree of administrative responsibility given student advisors, the effect of the turnover of student advisors, and whether our perceptions of student advising are clouded by apparent economic gains.

It is expected that a university professor will normally contribute through teaching, research, service, and advising. Some individuals will be able to make more substantial contributions in one or another of these areas. Clearly there can be no mathematical formula which equates so much teaching, for example, with so much research. Careful study must therefore be made to see how the University can ensure that there is sufficient recognition for each kind of service, including advising.

COMMENTS ON IMPLEMENTATION

The Dean for Undergraduate Studies will be charged with the implementation of all aspects of the advisement program. He will be responsible for the establishment of informational offices, and for the organization and appointment of advisors. This system, therefore, cannot be initiated until a Dean for Undergraduate Studies has himself been appointed and has sufficient time to establish the necessary base. The candidates for the position should be fully informed as to these responsibilities, and be capable of their implementation.

It is not anticipated that the proposed advisement system can be fully operational for several years. This is especially true for computerization of the informational offices. For this reason, initial steps should be undertaken as soon as possible to meet the requirements of such a system. The updating and refinement of catalog information, and the clarification of programs should begin at once. The incoming Dean should be provided by the Departments with the factual information necessary to expedite all or part of the program as soon as possible. Current practices will have to continue to function until the changes are made.

REVIEW OF RESPONSIBILITIES

No system of advising can be expected to run smoothly untended. The system rests heavily on the contributions of its component parts. For this reason we review here what is expected of each of the factors that make up the system. It is unlikely that any system can be devised to work successfully if any of these parts is unwilling to pull its load.

1. The University Administration has an obligation to make sure the factual information is both accurate and readily available. This includes the publication of catalogs, pamphlets, etc., record keeping, and, specifically, the development of the Academic Audit. Ultimately good advising does not come cheaply, and the burden is on the Administration to work to find adequate funds to provide the necessary personnel for both the informational and

the advising aspects of the system. In particular, this means faculty for Summer Orientation, and staff for information offices.

2. The Dean for Undergraduate Studies has the basic responsibility to make the system work. He must continually check, review and evaluate the system. This entails developing appropriate methods for gathering data about the system. He must identify the qualified advisors, see that they are adequately briefed, review their advising loads and generally work at ways to improve their performance. He must also ensure that information is flowing freely through the system, and work to remove any bottlenecks.

3. Both the Departments and the Administration must see that there are suitable rewards for good advisors. They must review the advisors' loads and balance them against their other faculty responsibilities.

4. The Programs (Divisions, Colleges, Departments, etc.) have the responsibility of seeing that their requirements are stated clearly and with sufficient precision so as to allow students to plan with some confidence. In addition, they must work to identify those faculty within the program who can best serve as advisors.

5. Those Faculty who serve as advisors must work to meet the student's needs for a sympathetic hearing and sound advice. They must check their facts with an informational center when in doubt, and strive to avoid giving students brush offs and runarounds. Often one faculty phone call can

save a student hours of tramping around the campus.

6. The Student has the responsibility of getting the facts and determining his program. The entire system of information services and advising is designed to enable the student to exercise effective responsibility.

7. Finally, we on the Adjunct Committee on Academic Advising recognize our responsibility for continual monitoring of the system to detect either weaknesses in the approach or failures of component parts.

USING ACT
IN
ADVISING

"We don't consider it nearly so important *what* people choose as we do *that* they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee decides about their opportunities as we are what they decide about *themselves* in relation to these opportunities. We don't want to *make* poeple do things--we want to *let* them find ways of doing things. We aren't as interested in the *something* they become as the *someone* they become."

- Donald Hoyt

USING THE ACT ASSESSMENT IN ACADEMIC ADVISING

> *"The modern age has a false sense of superiority because of the great mass of data at its disposal. But the valid criterion of distinction is rather the extent to which man knows how to master the material at his command"*
>
> *- Goethe*

Good advising is based on the premise that an advisor can never know too much about a student. The quality of each student's educational/career decisions is directly related to the amount of relevant information available to the student and the advisor. All good advising programs have an information base for use by both advisee and advisor during the advising process.

The ACT Assessment Program, a comprehensive program for use by students planning to enter postsecondary education, provides an excellent base of information about freshman advisees. The ACT Assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and Interest Inventory which students complete at the time they register for the Assessment. (See Appendix for a complete description of the components of the ACT Assessment Program.)

The academic tests cover four subject matter areas: English, mathematics, social studies, and natural sciences. They are designed to assess students' general educational development and ability to complete college level work. The test items require that students demonstrate both problem-solving and reasoning ability.

The Student Profile Section collects personal information; admissions/enrollment data; and information about extra-curricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure.

The ACT Interest Inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of successful and satisfied college seniors in a variety of educational majors. Results are also used to help students compare their work activity preferences with activities which characterize specific families of jobs.

The ACT Assessment is administered on five national test dates each academic year at more than 2,000 test centers in the U.S. and at about 175 centers in foreign countries. Approximately 1 million students write the ACT Assessment Program each testing year.

ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions and agencies designated by each student. (See the brochure for a detailed explanation of the report.) The SPR represents the most comprehensive source available of information about freshman advisees because:

* It presents a comprehensive picture of a student's needs, interests, background, and abilities.
* It is available before the student's enrollment and advising conference.
* It is easy to use and interpret.
* It allows the advisor to match student's interests, abilities, needs, and plans to institutional resources.
* It is useful in ascertaining patterns of consistency and inconsistency.
* It provides advising leads and points of departure.
* It is an advisory tool; it is not intended to replace the knowledgeable and interested advisor.
* It is related to common advising concerns.

The following list relates some common advising concerns directly to appropriate data elements on the ACT Student Profile Report (SPR).

Advising Concern	Related ACT Data Elements
Long Range Educational/ Career Plans	1st and 2nd Vocational Choice
	Certainty of Choice
	Degree Objective
	World-of-Work Map
Immediate Educational Plans and Selection of Program of Study	Educational Major
	Certainty of Choice
	Interest Inventory, Map of College Majors
	Special Educational Needs and Interests
	High School Information
	Scores, Norms, Predictive Data
Evaluation of Abilities and Interests	Test Scores
	Norms
	Predictive Data
	Interest Inventory
Course Selection and Placement	Scores, Norms, Predictive Data
	Years Certain Subjects Studied in High School
	Credit by Examination
	Advanced Placement
	Educational Plans

Advising Concern	Related ACT Data Elements
Developmental and Tutorial Assistance	Indicated Need for Help in Various Areas Test Scores Norms Predictive Data
Extra-Class Activities	High School Extracurricular Activities College Extracurricular Activities Out-of-Class Accomplishments Educational/Vocational Plans
Course Load	Scores Norms Predictive Data Hours of Work Per Week Extracurricular Plans
Health	Physical Handicap
Financial Aid	Plans to Seek Financial Aid Needs Help to Find Work

Helping students plan academic programs, select curriculums, and make other educational and vocational decisions is a challenge to those who advise students. It would be unwise to pretend that the ACT Student Profile Report is a substitute for skillful interviewing, genuine interest, and mature judgment of the advisor who uses it. But an understanding of the information it contains can contribute to the effectiveness of student counseling and advising.

ACT Assessment information can help the advisor/counselor answer questions freshmen are likely to ask.

* Can I succeed in college?
* Which subjects might I expect to do well in?
* In which courses might I expect trouble?
* How heavy an academic load should I carry?
* What should I major in?
* What occupations emphasize work activities similar to those I prefer?
* What areas do I need help in?

The importance of assisting students in making educational, personal and career decisions can hardly be overstated. The ACT Student Profile Reports have been designed to assist advisors in providing students with relevant information that will be useful in a wide range of decisions. The evolution of the Student Profile Report (SPR) is clear documentation of ACT's commitment to the Advising process. It would be unwise to suggest that a Student Profile Report is a substitute for a skillfully conducted interview, the mature judgment of a professional advisor or the genuine interest in people that advisors usually exhibit toward students. It would be equally unwise to suggest that the availability of a Student Score Report will obviate the need for additional information from students. But an understanding of the information on the Student Profile Reports can make a significant contribution to the effectiveness of advising sessions, and make any requests for additional data more precise and therefore useful.

The College Student Profile Report (SPR) presents a comprehensive "picture" of a student in a standardized format that is easy to use and interpret. Included is information about a student and his or her background:

Identifying Data

Name
Address
Social Security Number
Sex
Telephone Number
County of Residence
Name of High School Attended
Address of High School Attended

Admission/Enrollment Data

Entrance Date
Type of Student (Day or Night)
Full/Part-Time Student
U.S. Citizen (Yes or No)
Resident of State (Yes or No)
Veteran Status
Indication of Previous College Credit
Housing Plans

High School Information

Year of High School Graduation or Equivalent
Size of Senior Class
Type of School
Percent Same Race as Student
Type of Program Studied
Self-reported Rank
Self-reported Grade Point Average

No. of Years Subjects Studied
Advanced Placement
Extracurricular Activities
Out-of-Class Accomplishments
Self-reported Grades
Self-reported Adequacy of High School Education

Postsecondary Plans

Educational Major
Self-reported Certainty of Educational Major
First Vocational Choice
Self-reported Certainty of First Vocational Choice
Second Vocational Choice
Degree Objective
Self-estimate of College G.P.A.
Extracurricular Plans
Full-time/Part-time
Day or Night Student
Important factors in College Selection

Special Needs and Interests

Indicated Need for Help in:
  Educational Planning
  Vocational Planning
  Writing
  Reading
  Study Skills
  Mathematics
  Personal Counseling
Veteran
Credit by Examination
Freshman Honors
Independent Study
ROTC

Advanced Placement
Financial Aid
Work Plans

Interest Inventory

Social Service
Business Contact
Business Detail
Technical
Science
Creative Arts

Tests of Educational Development

English
Mathematics
Reading in Social Studies
Reading in Natural Science
Composite Score

Since the Student Profile Report (SPR) is usually available well in advance of an advising session, advisors can familiarize themselves with the information to identify patterns of needs, goals, interests and abilities, and to formulate questions that need to be discussed further with the student. This pre-interview technique can do much to make the face-to-face advising session far more valuable to the student since more time can be spent in assisting the student understand the meaning of the report and its implication for him or her.

APPROPRIATENESS OF EDUCATIONAL-VOCATIONAL PLANS

Students are concerned that the educational and vocational plans they have made are realistic. This concept of realism involves at least three elements:

1. That the student has sufficient capabilities to complete the plan.

2. That the student's commitment to the plan is strong and mature.
3. That the student is given sufficient opportunities in our society to implement the plan.

Several items of information included in the Student Profile Report (SPR) are relevant in judging the realism of the student's plans. Of course, this information must be complemented by the advisor's knowledge of occupational opportunities, training requirements, and the student's motivation.

First, the section Educational and Vocational Plans indicates the student's planned major, first and second vocational choice, and degree objective, thus providing a rather clear view of the student's plans.

Some advising questions would include:

1. Are the first vocational choice and educational major consistent?
2. Are the degree objective and educational major consistent?
3. Are the first and second vocational choices consistent?
4. Are the Interest Inventory scores consistent with the student's expressed interests?

The experienced counselor will likely refer to the student's extracurricular activities and out-of-class accomplishments to determine if the student's other-than-academic achievements support the plan. Inconsistent responses may suggest that the student has poorly-conceived plans or made careless responses to the questions. In either case the advisor will want to attempt to clarify the student's intent.

Information relevant to the question of the student's capability to complete the plan is contained in several sections of the Student Profile Report. The student's self-report of secondary school experience - important since one predictor of future performance is past performance - is included in the section labeled High School Information. The size of senior class and the type of program studied may suggest something about the level of academic competition the student has been experiencing. The self-reported rank and grade point average may be of particular importance in making assumptions about the student's achievement level when evaluated with the number of years subjects studied.

Specific course grades earned by the student in secondary school and the ACT scores are located in the section Scores and Predictive Data. The skillful adviser will look for patterns in the number of years a subject has been studied, the grade earned in that course, the ACT test score, and both local and national percentiles in that same area.

Some typical questions an advisor should ask when interpreting the Scores and Predictive Data section are:

1. Are measures of academic ability supportive of educational plans?
2. Do differential abilities exist?
3. Are high school grades consistent with test scores?
4. What is the relationship between ability measures and expressed need for help?
5. In what areas academically may a student have difficulty?
6. What relevant background factors might explain poor test performance?

By studying the scores and predictive data on the SPR, the advisor/counselor can analyze the academic ability of a student and relate it to the local college situation. The student's high school grades, ACT standard scores, and local and national percentiles should be examined. Consistently low marks in high school and low ACT Assessment test scores show the student and the counselor a consistent pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT Assessment scores are high, the student should be encouraged to maintain his or her present level of academic achievement.

The high school grades, the ACT Assessment scores, and the number of years each subject was studied in high school should be checked for consistency. If, for example, a student has studied mathematics in high school for only 1 year and received a grade of C, it is not realistic to expect the Assessment score in mathematics to be high. On the other hand, if a student has studied mathematics for 4 years in high school and reports a high school grade of A, it would be expected that the ACT Assessment score in mathematics would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

The purpose of providing information to students is to encourage them to look at their abilities and achievements in a realistic manner, and to then focus on activities holding some promise for success. In providing this information, three points of caution in regard to the interpretation of ACT data should be emphasized:

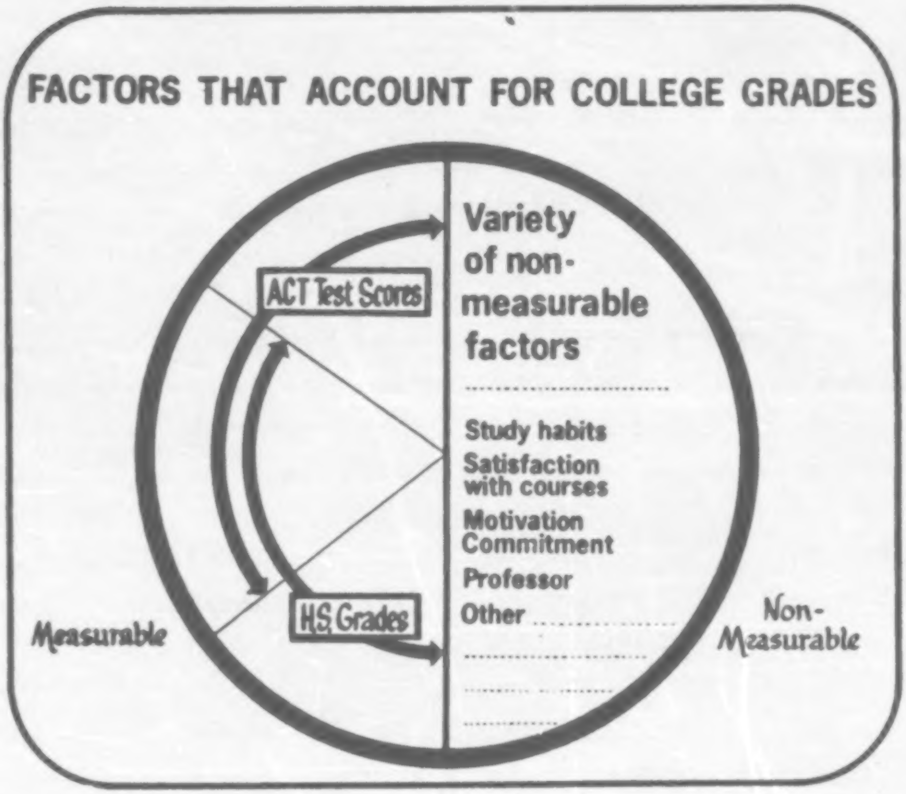
1. The ACT tests measure educational development and do not reflect innate ability. They are influenced by the student's educational experience and home environment.
2. Students should be aware that, at best, the ACT scores and secondary school grades measure 50% of their potential for earning grades at the post-secondary level.

3. Minor score differences can easily be overinterpreted. Generally differences of five standard scores or more between subtests indicate that a student's educational development is higher in one area than another. Percentile score differences of 20 percentile points at either extreme or 40 percentile points in the middle range indicate that real differences exist between the scores.

In these cases an advisor can assume that the student has significantly different educational development in the two areas.

Following are some points to remember when using ACT Assessment results with students with educationally disadvantaged backgrounds.

- The ACT Assessment is designed to present a comprehensive picture of a student.
- It assesses a student's current educational development and is not intended to be a measure of "innate" intelligence.
- It stresses core skills necessary for academic success in college.
- Low scores are usually a reflection of limited educational opportunity and/or lack of academic motivation.
- The ACT Assessment is designed to identify areas of educational weakness so that appropriate corrective action may be taken.



FACTORS THAT ACCOUNT FOR COLLEGE GRADES

ACT Test Scores
H.S. Grades
Variety of non-measurable factors
Study habits
Satisfaction with courses
Motivation
Commitment
Professor
Other
Measurable
Non-Measurable

The importance of ability/achievement can be over emphasized in the investigation of a student's capabilities to implement his or her plan. Most students are interested in determining areas in which his or her abilities are strongest. Applied to the postsecondary advising situation, this concern is usually focused on academic strengths and weaknesses. Presumably a student with strong mathematical skills but weak verbal skills could realize his or her abilities best in a quantitatively-oriented curriculum. A student with the reverse pattern would more likely make better contributions in some verbal field.

Do differential abilities exist? The answer is a qualified yes. For example, students who make high scores on the ACT English test do not necessarily make high scores on the ACT Mathematics test or the Readings in Social Studies and Natural Science. But there is a positive correlation among all four of the ACT tests, so that a student scoring high on one is likely to score above average on the others. These correlations are moderately high, averaging in the .50's. Thus, while it is likely the four ACT tests will rate a student in a similar fashion, it is not unusual for a student to score above average on one test and below average on another.

The situation described is true in academic achievement as well. When grades earned in mathematics are correlated with grades earned in English, social studies, or natural science, the intercorrelations are very similar to the intercorrelations among ACT scores. This is true whether the scores were earned in postsecondary or secondary school. The implication is that some special (differential) aptitude seems to be involved in different types of courses. However, a general academic ability factor appears to be common to all academic undertakings. In helping the student identify specific academic strengths and weaknesses, the advisor should keep these findings in mind.

1. Student abilities that make for success in one type of academic endeavor generally will make for success in other types.
2. Specific academic skills serve to modify the student's achievement, up or down, from a level determined by general academic ability.

Another important consideration in any evaluation of a student's plan is his or her pattern of interests. The information contained in the section Interest Inventory provides the advisor with a description of an individual's interests along several meaningful dimensions. The ACT Interest Inventory is a 90 item, 15-minute instrument that measures six basic interest dimensions:

The ACT Interest Inventory Measures Six Basic Interest Areas:

1. Science: Studying academic subjects such as mathematics, physics, and chemistry: conducting scientific experiments: investigating and exploring new ideas.
2. Creative Arts: (a) Creative expression, e.g., painting, sketching, drawing, designing fashions. (b) Creative performance, e.g., acting professional singing and dancing, writing poetry, short stories, and novels. (c) Artistic appreciation, e.g., listening to music, studying literature.
3. Social Service: Activities related to helping others, e.g., teaching children, working with youth groups,

working for different service organizations.

4. Business Contact: (a) Dealing with people in a business setting, e.g., public relations work, office manager, sales campaign manager. (b) Activities related to selling, e.g., selling appliances or insurance.
5. Business Detail: Keeping accurate and orderly records, working with numbers, and doing typical business office activities, e.g., bookkeeping, typing reports, making charts and graphs, filing documents.
6. Technical: Activities related to modern technology and dealing with mechanical objects, e.g., making mechanical drawings, operating power tools or complex equipment; Working outdoors: assembling mechanical objects.

The results of the ACT Interest Inventory are reported to the student and advisor in three ways to provide as much flexibility as possible in interpretating the data.

1. Standard Scores and Percentile Ranks show the importance of the six interest inventory scores relative to other college-bound students. The main use of these scores is to provide a description of an individual's interests in psychologically meaningful terms.
2. The World-of-Work Map and Region Indicator can be used to show the similarity of an individual's work activity preference to the work tasks and activities which characterize groups or families of occupations. The similarity of a person's preferred activities to

the activities typically involved in an occupation is an important aspect of job satisfaction. The procedure can be used to help students explore possible career alternatives in terms of relevant work tasks or activities.

3. The Educational Major Plot Scores and the Map of College Majors can be used to show the *similarity* of an individual's interests to the interests of other groups of *people* -- in this case college seniors in a variety of educational majors. Similarity of interests with fellow students and colleagues has long been considered one of several important aspects of satisfaction in a field of study or occupation. These scores can be used to help students identify possible educational majors in which they will share common interests with other students.

STANDARD SCORES, PERCENTILE RANKS, AND NORMS

The National Institute of Education (NIE) guidelines on sex fairness in interest inventories (Diamond, 1975) note that "the vocational interests and choices of men and women are influenced by many environmental and cultural factors" (p. xxvi). Unfortunately, one of these factors, sex-role stereotypes, sometimes affects students' responses to interest inventory items. As a result, unless special care is taken in interest assessment, the career suggestions provided to males and females may be needlessly restricted to areas traditional for their sex.

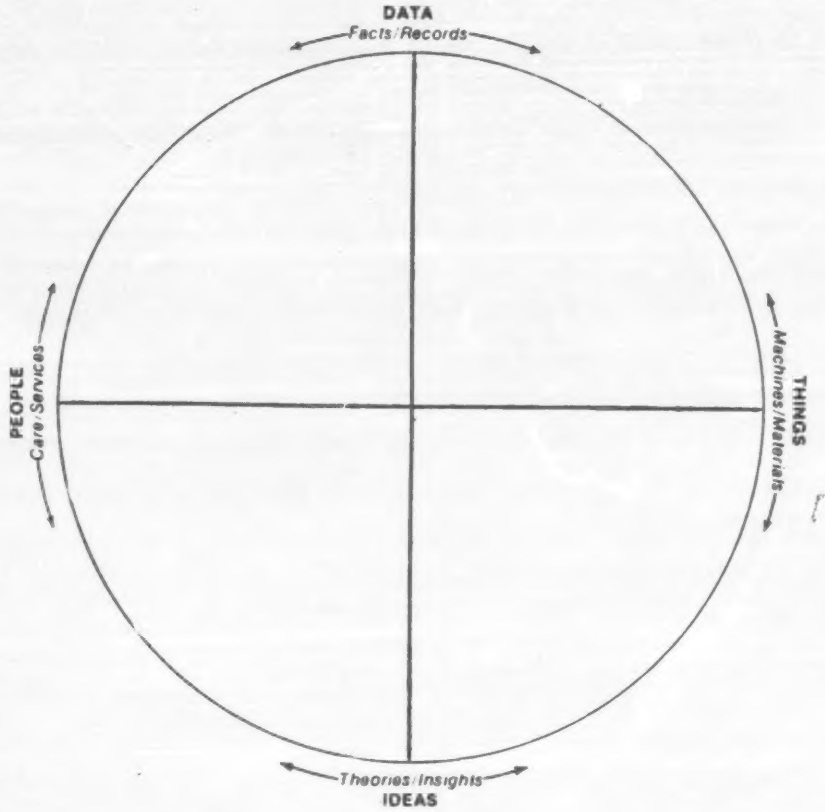
The interest assessment procedures used by ACT are designed to counteract the effects of sex-role sterotypes on interest inventory results. Both the ACT Interest Inventory used in previous years and the new unisex edition report sex-balanced scores. As a result, males and females receive similar career suggestions. Sex-balanced scores were obtained with the ACT Interest Inventory through the use of same-sex norms. In the Unisex ACT Interest Inventory (UNIACT), sex balance is achieved through the careful choice of items. Because males and females obtain similar raw scores on UNIACT scales, combined-sex norms can be used without restricting the career options suggested to either sex.

Research has repeatedly shown that the reporting procedures used with ACT's interest inventories suggest the full spectrum of career options to both males and females (e.g., see Cole & Hanson, 1975; Gottfredson, Holland & Gottfredson, 1975; Hanson, Prediger, & Schussel, 1977). Both theoretical considerations and validation studies (e.g., see Hanson, Noeth, & Prediger, in press; Prediger, 1977; Prediger & Cole, 1975; Prediger & Hanson, 1976, in press) support these reporting procedures. Other reporting procedures were rejected because they provide sterotypic career suggestions to large numbers of males and females (see Cole & Hanson, 1975; Gottfredson et al., 1975; Prediger & Hanson, 1974, 1976). Typically, when such reporting procedures are used, males are referred much more frequently than females to science, technical, and business management occupations. Females are referred more frequently to social, artistic and clerical occupations.

Because the ACT Interest Inventory suggests the full spectrum of career options to males and females, counselors may find that some students will question the career suggestions they receive. A sensitive counselor will seek ways to use nontraditional career suggestions to encourage students to widen their range of experiences and career options. Counselors can also help students explore their feelings about the life styles and social roles associated with various occupations.

WORLD-OF-WORK MAP

Recent research has identified two basic, bipolar work task dimensions -- a data/ideas dimension and a people/things dimension -- on which occupations differ. This research provides the basis for organizing the world of work into a circular configuration according to their bipolar dimensions.


DATA
Facts/Records
PEOPLE
Care/Services
THINGS
Machines/Materials
Theories/Insights
IDEAS

The Data/Ideas and People/Things bipolar dimensions are described below with alternate terms appearing in parentheses. Examples of work activities are also provided along with related ACT Interest Inventory Scales.

DATA/IDEAS DIMENSION

DATA (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). "Data activities" involve *impersonal processes* such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work *mainly* with data. Related ACT Interest Inventory Scales: Business Detail, Business Contact, Technical.

IDEAS (abstractions, theories, knowledge, insights, and new ways of expressing something -- for example, with words, equations, or music). "Ideas activities" involve *intrapersonal processes* such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work *mainly* with ideas. Related ACT Interest Inventory Scales: Creative Arts, Science, Social Service.

PEOPLE/THINGS DIMENSION

PEOPLE (no alternative terms). "People activities" involve *interpersonal processes* such as helping, informing, serving, persuading, entertaining, motivating, and directing in general, producing a change in human behavior. Teachers, salesmen, and nurses work *mainly* with people. Related ACT Interest Inventory Scales: Social Service, Business Contact, Creative Arts.

THINGS (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve *nonpersonal processes* such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work *mainly* with things. Related ACT Interest Inventory Scales: Technical, Science, Business Detail.

The occupations listed as examples were chosen with an emphasis on the primary purpose or focus of the job activities. For example, a scientist may work with data, but the primary purpose is not to produce or handle data; rather it is to create or apply scientific knowledge. Likewise, an accountant may work with ideas, but the ultimate goal is not to create ideas; rather it is to organize, record, and verify data in a systematic manner.

Using these common dimensions, occupations characterized by similar work tasks were grouped together. The 21,000 occupations listed in the Dictionary of Occupational Titles have been arranged into 22 Job Families to make them more manageable; the occupations in each Job Family are relatively homogeneous with respect to involvement with data/ideas and people/things.

Business Sales & Management Cluster

A. *Promotion and Direct Contact Sales*
Insurance, Real Estate, or Securities Agent; Manufacturers Salesworker, Public Relations Worker, Fashion Coordinator, Advertising Worker, Travel Agent

B. *Management and Planning*
Business Executive, Bank Officer, Urban Planner, City Manager, Personnel Worker, Hospital Administrator, Credit Manager, Restaurant, Hotel, or Store Manager

C. *Retail Sales and Services*
Sales Clerks and Retail Salesworkers (in stores selling such products as furniture, appliances, clothing, automobiles)

Business Operations Cluster

D. *Office Management and Secretarial Work*
Office Manager, Secretary, Receptionist, Legal Secretary, Medical Secretary, Executive Secretary

E. *Paying, Receiving, and Accounting*
Accountant, Certified Public Accountant, Auditor, Bookkeeper, Bank Teller, Cashier

F. *Data Processing and Office Machine Operation*
Computer Console Operator, Tabulating Machine Operator, Office Machine Operator

G. *Storage, Dispatching, and Delivery*
Industrial Traffic Manager, Air Traffic Controller, Airline Dispatcher, Truck, Bus, or Cab Dispatcher

Technologies & Trades Cluster

H. *Human Services Crafts*
Barber, Cosmetologist, Chef, Tailor

*I. *Machine Operating, Servicing, and Repairing; Construction*
Tool and Die Maker, Machinist, Radio-TV Repairer, Auto Mechanic, Computer and Business Machine Repairer, Printer, Carpenter, Mason, Plumber, Heavy Equipment Operator

J. *Agriculture and Related*
Agronomist, *Soil/Plant Scientist, Geneticist, Fish and Wildlife Specialist, Forester, Horticulturist,* Dairy Production Technician, Farm Crop Production Technician, Farmer (grain, dairy, livestock)

N. *Engineering and Other Applied Technologies*
Computer Programmer, Systems Analyst, Engineers (including Architectural, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, Nuclear, Petroleum), Technicians (see areas under Engineering), Drafting Technician, Pilot, Surveyor

*Job Family I also includes Job Families K, L, and M in the ACT Occupational Classification System.

Natural, Social, & Medical Sciences Cluster

O. *Natural Sciences and Mathematics*
Actuary, Mathematician, Statistician, Biologist, Botanist, Ecologist, Zoologist, Astronomer, Chemist, Geologist, Oceanographer, Physicist, Laboratory or Technical Assistant for each of these areas

P. *Medicine and Medical Technologies*
Dentist, Optometrist, Physician, Medical Technologist, Dietitian, Pharmacist, Veterinarian, Dental Hygienist, Respiratory Therapist, Radiologic (X-ray) Technician

Q. *Social Sciences and Legal Services*
Anthropologist, Economist, Geographer, Historian, Political Scientist, Sociologist, Psychologist, Criminologist, Lawyer

Creative & Applied Arts Cluster

R. *Creative Arts*
Actor/Actress, Dancer, Musician, Singer, Artist, Sculptor, Author, Playwright, Composer

S. *Applied Arts (verbal)*
Reporter, Editor, Book Critic, Technical Writer, Advertising Copywriter, Newscaster

T. *Applied Arts (visual)*
Architect, Commercial Artist, Industrial Designer, Interior Designer, Photographer, Clothes Designer

U. *Popular Entertainment*
Comedian, Popular Singer, Musician, Radio-TV Announcer

Social, Health, & Personal Services Cluster

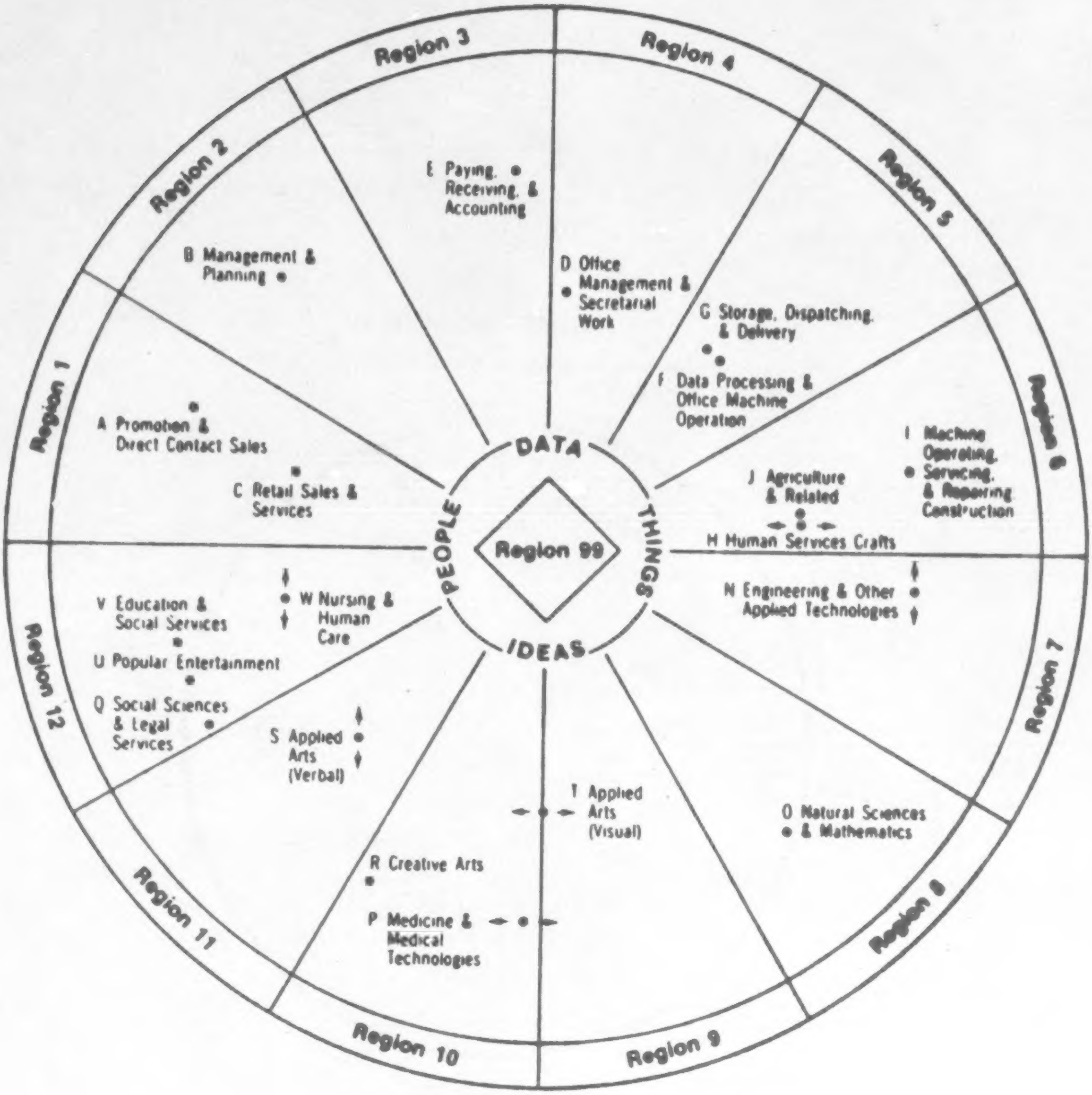
V. *Educational and Social Services*
Social Worker, Probation Officer, Teacher, Clergyman, Librarian, Guidance Counselor, Employment Counselor, Home Economist, Recreation Worker

W. *Nursing and Human Care*
Registered Nurse, Public Health Nurse, School Nurse, Physical Therapist, Occupational Therapist, Speech Pathologist, Recreational Therapist, Dental Assistant, Licensed Practical Nurse, Occupational or Physical Therapy Assistant, Recreational Therapist Assistant

X. *Personal and Household Services*
Flight Attendant, Travel Guide

Y. *Law Enforcement and Protective Services*
FBI Agent, Food and Drug Inspector, Revenue Agent, Police Officer, Firefighter, Immigration Inspector

WORLD-OF-WORK MAP


Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Region 8
Region 9
Region 10
Region 11
Region 12
Region 99
DATA
THINGS
IDEAS
PEOPLE
A Promotion & Direct Contact Sales
B Management & Planning
C Retail Sales & Services
D Office Management & Secretarial Work
E Paying, Receiving, & Accounting
F Data Processing & Office Machine Operation
G Storage, Dispatching, & Delivery
H Human Services Crafts
I Machine Operating, Servicing, & Repairing Construction
J Agriculture & Related
N Engineering & Other Applied Technologies
O Natural Sciences & Mathematics
P Medicine & Medical Technologies
Q Social Sciences & Legal Services
R Creative Arts
S Applied Arts (Verbal)
T Applied Arts (Visual)
U Popular Entertainment
V Education & Social Services
W Nursing & Human Care

HOW TO USE THE WORLD-OF-WORK MAP

1. Copy your World-of-Work Map Region (_____) from the Interest Inventory section on the reverse side.

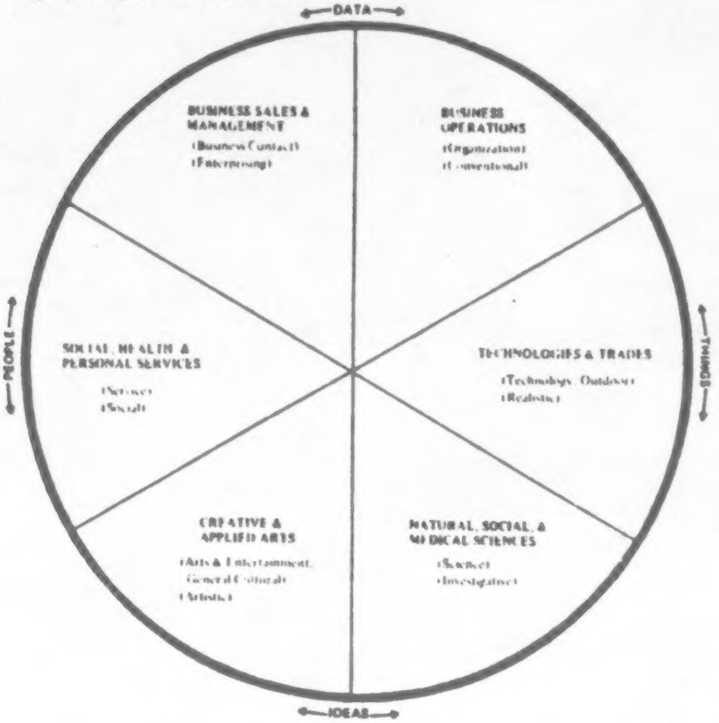
2. Use your region number to locate your region on the World-of-Work Map. Look at the job families in your region and the adjacent regions. The jobs in these families generally involve activities corresponding to your interest scores. Although your region on the map does not indicate which job you should enter, it should help you identify jobs you may want to explore.

3. Turn to the Job Family List in *Your ACT Assessment Results* for a list of jobs in each job family. This interpretive guide also suggests several ways you can find out more about these jobs.

The World-of Work Map has been further divided into twelve "regions" that include Job Families with similar involvement with data, ideas, people and things.

WORLD-OF-WORK MAP

Relationship Between Job Clusters and the Data/Ideas, People/Things Work Task Dimensions


DATA
BUSINESS SALES & MANAGEMENT
(Business Contact)
(Enterprising)
BUSINESS OPERATIONS
(Organization)
(Conventional)
PEOPLE
SOCIAL, HEALTH & PERSONAL SERVICES
(Service)
(Social)
TECHNOLOGIES & TRADES
(Technology, Outdoor)
(Realistic)
THINGS
CREATIVE & APPLIED ARTS
(Arts & Entertainment, General Cultural)
(Artistic)
NATURAL, SOCIAL, & MEDICAL SCIENCES
(Science)
(Investigative)
IDEAS

Note: Roe and Holland job cluster titles related to ACT-OCS titles are shown in parentheses. Roe titles appear first.

A student's location on the World-of-Work Map is determined by his or her responses to the items on the Interest Inventory and is reported as a region on the Map. Job Families within or adjacent to that region involve work tasks and orientations corresponding to the work activity preferences of the student and thus represent potential career opportunities appropriate for exploration.

Once the student has identified the Job Families in the region indicated and Job Families in nearby regions in which he or she wants to investigate further they are referred directly to the Occupational Outlook Handbook for additional information.

JOB FAMILY LIST

Business Sales and Management Cluster

A. Promotion and Direct Contact Sales (pages 133-134; 153-154; 226-251; 756-764)

Insurance, Real Estate, or Securities Agent, Manufacturing or Agribusiness Salesworker, Public Relations Worker, Fashion Coordinator, Advertising Worker, Travel Agent

B. Management and Planning (pages 120-122; 135-144; 150-152; 156-159; 508-511; 756-764)

Business Executive, Bank Officer, Urban Planner, City Manager, Personnel Worker, Hospital Administrator, Credit Manager, Restaurant, Hotel, or Store Manager, Agribusiness Manager

C. Retail Sales and Services (pages 172; 226-251; 746-755)

Sales Clerks and Retail Salesworkers (in stores selling such products as furniture, appliances, clothing, automobiles)

Business Operations Cluster

D. Office Management and Secretarial Work (pages 89-110; 478-479)

Office Manager, Secretary, Receptionist, Legal Secretary, Medical Secretary, Executive Secretary

E. Paying, Receiving, and Accounting (pages 91-97; 118-132; 298-300)

Accountant, Certified Public Accountant, Auditor, Bookkeeper, Bank Teller, Cashier

F. Data Processing and Office Machine Operation (pages 98; 111-112; 207-209)

Computer Console Operator, Tabulating Machine Operator, Office Machine Operator

G. Storage, Dispatching, and Delivery (pages 104-108; 206; 227; 244-245; 289-291; 328-330)

Industrial Traffic Manager, Air Traffic Controller, Airline Dispatcher, Truck, Bus, or Cab Dispatcher

Technologies and Trades Cluster

H. Human Services Crafts (pages 164-170; 173; 177; 179-180; 437)

Barber, Cosmetologist, Chef, Tailor

*I. Machine Operating, Servicing, and Repairing; Construction (pages 31-88; 231-232; 252-288; 292-293; 301-327; 393-436; 439-446)

Tool and Die Maker, Machinist, Radio-TV Repairer, Auto Mechanic, Computer and Business Machine Repairer, Printer, Carpenter, Mason, Plumber, Heavy Equipment Operator

J. Agriculture and Related (pages 331-341; 581; 603-611)

Agronomist, Soil/Plant Scientist, Geneticist, Fish and Wildlife Specialist, Forester, Horticulturist, Dairy Production Technician, Farm Crop Production Technician, Farmer (grain, dairy, livestock)

N. Engineering and Other Applied Technologies (pages 71; 82-84; 113-117; 181-182; 294-296; 331-333; 342-354; 383-392)

Computer Programmer, Systems Analyst, Engineers (including Architectural, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, Nuclear, Petroleum), Technicians (see areas under Engineering), Drafting Technician, Pilot, Surveyor

*Job family I also includes job families K, L, and M in the ACT occupational classification system.

Natural, Social, and Medical Sciences Cluster

O. Natural Sciences and Mathematics (pages 123-124; 331-333; 355-382)

Actuary, Mathematician, Statistician, Biologist, Botanist, Ecologist, Zoologist, Agronomist, Animal Scientist, Astronomer, Chemist, Geologist, Oceanographer, Physicist, Laboratory or Technical Assistant for each of these areas

P. Medicine and Medical Technologies (pages 76; 447-450; 458-487; 505-507; 512-515)

Dentist, Optometrist, Physician, Medical Technologist, Dietitian, Pharmacist, Veterinarian, Dental Hygienist, Respiratory Therapist, Radiologic (X-ray) Technician

Q. Social Sciences and Legal Services (pages 145-149; 516-533)

Anthropologist, Economist, Geographer, Historian, Political Scientist, Sociologist, Psychologist, Criminologist, Lawyer

Creative and Applied Arts Cluster

R. Creative Arts (pages 566-574)

Actor/Actress, Dancer, Musician, Singer, Artist, Sculptor, Author, Playwright, Composer

S. Applied Arts (verbal) (pages 591-602)

Reporter, Editor, Book Critic, Technical Writer, Advertising Copywriter, Newscaster

T. Applied Arts (visual) (pages 50-51; 575-590)

Architect, Commercial Artist, Industrial Designer, Interior Designer, Photographer, Clothes Designer

U. Popular Entertainment (pages 567-574; 596)

Comedian, Popular Singer, Musician, Radio-TV Announcer

Social, Health, and Personal Services Cluster

V. Educational and Social Services (pages 139; 210-225; 534-565)

Social Worker, Probation Officer, Teacher, Clergyman, Librarian, Guidance Counselor, Employment Counselor, Home Economist, Recreation Worker

W. Nursing and Human Care (pages 451-457; 488-502)

Registered Nurse, Public Health Nurse, School Nurse, Physical Therapist, Occupational Therapist, Speech Pathologist, Recreational Therapist, Dental Assistant, Licensed Practical Nurse, Occupational or Physical Therapy Assistant, Recreational Therapy Assistant

X. Personal and Household Services (pages 160-163; 167; 174; 178; 183-185; 297-298)

Flight Attendant, Travel Guide

Y. Law Enforcement and Protective Services (pages 186-205)

FBI Agent, Food and Drug Inspector, Revenue Agent, Police Officer, Firefighter, Immigration Inspector

BUSINESS SALES & MANAGEMENT
JOB CLUSTER

____1. Working with people
____2. Social self-confidence
____3. English ability
____4. Academic motivation
____5. Work motivation

TECHNOLOGIES & TRADES
JOB CLUSTER

____1. Mechanical ability
____2. Math ability
____3. Academic motivation
____4. Work motivation

NATURAL, SOCIAL, & MEDICAL SCIENCES
JOB CLUSTER

____1. Science ability
____2. Math ability
____3. English ability
____4. Academic motivation
____5. Work motivation

BUSINESS OPERATIONS
JOB CLUSTER

____1. Clerical ability
____2. English ability
____3. Math ability
____4. Academic motivation
____5. Work motivation

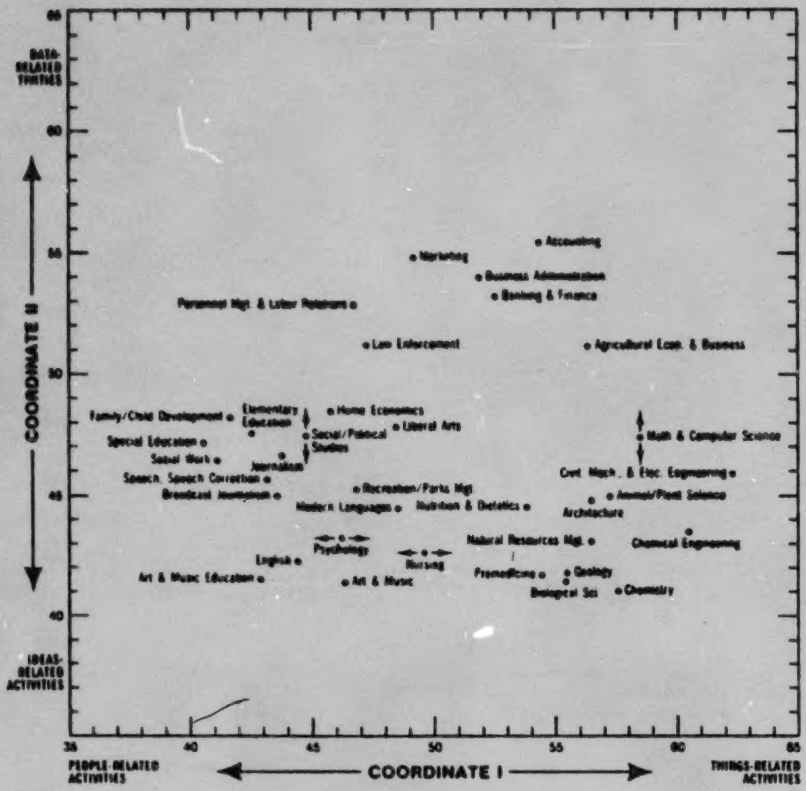
CREATIVE & APPLIED ARTS
JOB CLUSTER

____1. Artistic ability
____2. English ability
____3. Working with people
____4. Academic motivation
____5. Work motivation

SOCIAL, HEALTH, & PERSONAL SERVICES
JOB CLUSTER

____1. Working with people
____2. Social self-confidence
____3. English ability
____4. Academic motivation
____5. Work motivation

MAP OF COLLEGE MAJORS



How to Plot a Student's Scores on the Map of College Majors

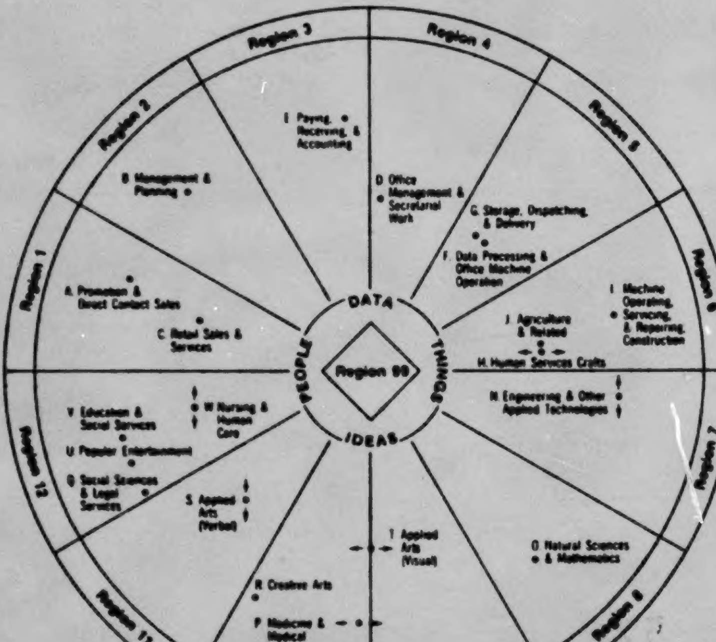
1. Note the student's Map of College Majors Coordinates I and II printed below the Interest Inventory profile.

2. Locate the student's score on Coordinate I and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate the student's score on Coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.

3. Make an "X" where the two lines cross. This point shows the location of the student's interests as compared to those of students in a wide variety of educational majors. The closer a student is to a major or group of majors, the more similar that student's interests are to the interests of college-bound students who majored in that area as college seniors.

NOTE: A student's location on the Map of College Majors is based on a summary of the six-score ACT Interest Inventory profile. Sometimes, however, it is difficult to summarize the scores with much certainty because the profile is flat or contradictory. When this is the case, **"region 99"** is reported for the World-of-Work Map (see below). If a student's World-of-Work Map region is 99, the Map of College Majors results should be viewed with special caution. Counselors should rely more on a clinical interpretation of the six-score profile in the context of other information about the student.

WORLD-OF-WORK MAP


Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Region 8
Region 9
Region 10
Region 11
Region 12
Region 99
DATA
THINGS
IDEAS
PEOPLE
E Paying, Receiving, & Accounting
B Management & Planning
D Office Management & Secretarial Work
G Storage, Dispatching, & Delivery
F Data Processing & Office Machine Operation
A Promotion & Direct Contact Sales
C Retail Sales & Services
I Machine Operating, Servicing, & Repairing, Construction
J Agriculture & Related
H Human Services Crafts
K Engineering & Other Applied Technologies
V Education & Social Services
W Nursing & Human Care
U Popular Entertainment
Q Social Sciences & Legal Services
S Applied Arts (Verbal)
T Applied Arts (Visual)
O Natural Sciences & Mathematics
R Creative Arts
P Medicine & Medical Technologies

How to Use the World-of-Work Map

1. Note the student's World-of-Work Map region printed below the Interest Inventory profile.

2. Find the region on the map and note the job families in the region and adjacent regions. Also note the combination of work tasks—data, ideas, people, and things—that best describes these regions and the student's work task preferences.

3. See the Job Family List (page 18) for typical occupations in job families in or near the student's region.

Region 99 is used when student scores on the interest scales are inconclusive with respect to preferences for data/ideas and people/things work tasks.

NOTE: Because not enough information was available, the following two job families in the Social, Health, and Personal Services Cluster are not on the map: X, Personal and Household Services, and Y, Law Enforcement and Protective Services. Jobs in both of these families tend to fall in the inner area of Regions 2 through 5. Arrows by a job family show that work tasks often heavily involve *both* people and things (↔) or data and ideas (↕).

A World of Work Map for Career Exploration

Dale J. Prediger

This article briefly describes the development, characteristics, and use of the World of Work Map and the associated American College Testing Program Occupational Classification System (ACT-OCS). The main purpose of the map and ACT-OCS is to provide persons at an early stage of career planning with an overview of the world of work and to help them identify personally relevant occupational options.

Rationale for the Map and ACT-OCS

Those who seek to provide help with career exploration and planning have long recognized the need to organize and summarize the complex world of work; as a result, a number of occupational classification systems have been developed. These systems range from the 15 industry-based clusters developed by the U.S. Office of Education (USOE) [14] to the 72-group, psychologically based typology constructed by Holland [8]. Undoubtedly, the most widely used and influential occupational classification systems are those appearing in the *Dictionary of Occupational Titles* (DOT) [12].

A review of these systems and more than 15 others identified in a search of the professional literature indicated that, from the standpoint of career guidance, each has certain strengths and weaknesses. Because of the complexity of work, each system makes certain compromises to achieve its desired emphases. Classification systems that provide a comprehensive overview of the work world (e.g., the DOT occupational group arrangement and the USOE clusters) cannot easily be used to help persons identify career options appropriate to their characteristics. On the other hand, systems intended to help persons relate their characteristics to occupations (e.g., the DOT worker trait groups and Holland's 3-letter code system for personality types) usually group occupations on the basis of human traits rather than the nature of the work. Often the groups are numerous.

As indicated by the following guidelines, a proper balance between these two emphases was sought in developing the ACT-OCS and World of Work Map. They must (a) encompass the entire world of work; (b) apply to persons at various stages of career exploration and planning; (c) provide an overview of the world of work in occupational terms (group occupations on the basis of similarities in duties, purpose of work, and work settings rather than by industry or by the psychological traits of workers); and (d) help persons identify occupations for exploration on the basis of their educational plans and personal characteristics, their interests, and abilities.

Dale J. Prediger is Director, Developmental Research Department, American College Testing Program, Iowa City, Iowa.

Overview of the Classification System

To accomplish the first objective all occupations listed in the DOT were used as primary units of analysis in developing the classification system. To achieve the second objective a hierarchical classification system was developed. At the most general level of the hierarchy, persons are introduced to 6 job clusters similar in nature to the occupational groups developed by Roe [10] and Holland [8]. The job cluster titles are shown in Figure 1. At the second level, 25 job families are used to summarize the complexity of the work world. Examples include medicine and medical technologies; retail sales and services; creative arts; and machine operating, servicing, and repairing. Since the 25 job families are organized by job clusters, with an average of 4 per cluster, their number is not unmanageable. (The word *job* is used in job cluster because the classification system is intended for use with students; *occupation* would be more appropriate for a professional audience.)

At the third level of the hierarchy each job family is subdivided into 3 categories according to the formal job preparation required. Finally, 650 occupational titles are listed according to cluster, family, and type of preparation. In some cases the job titles comprise a range of individual occupations (e.g., retail sales workers, elementary school teachers). The list of 25 job families and 650 job titles is available at no cost from the author.

As an alternative classification procedure, the ACT-OCS provides for the division of the 25 job families into the 603 3-digit occupational code groups used in the DOT. The job families have also been cross-referenced [1] to DOT worker trait groups, the *Occupational Outlook Handbook* [13], the USOE Career Clusters, 3 commercially available files of occupational descriptions, and high school courses. Job clusters are cross-referenced to career guidance activities, units, and audio-visual aids.

In summary, the ACT-OCS groups occupations according to job cluster, job family, and type of preparation. Because only 25 job families are involved and because each has been subdivided into the same job preparation categories, specificity is obtained without sacrificing simplicity, and users can choose the level of specificity desired.

Summary of Development

The third and fourth objectives for the ACT-OCS appear, at first glance, to be incompatible. The classification system must provide an overview of the work world in occupational terms, and, at the same time, it must have a psychological basis to help students relate their personal characteristics to occupations. The identification of basic work task dimensions characterizing both occupations and people's activity preferences provided the link for the third and fourth objectives.

Basic Work Task Dimensions. Currently, two well-known and highly similar occupational classification systems [8; 11] allocate occupations to six and eight broad groups respectively and arrange these groups in a circular order to show similarities and differences. Roe's classification system groups occupations and arranges them according to "primary focus of activity" [10, p. 144], whereas Holland's system is psychologically based. Roe acknowledges the similarity between activity focus and basic types of human interests.

According to Roe and Holland, adjacent groups in their circular ordering of occupations are most similar and groups on opposite sides of the circle are least similar. A circle, of course, is two-dimensional, thus suggesting that there are two basic dimensions on which occupations differ. Although Roe [10] and, more recently, Roe and Klos [11] speculated on the nature of these dimensions, no attention has been given to this question in Holland's theory or occupational classification system [8]. Figure 1 shows the general configuration of the Roe and Holland occupational clusters and related clusters in the ACT-OCS. The two work task dimensions—data/ideas and people/things—suggested by the arrangement of the job clusters are also shown. Both dimensions are compatible with the dimensions proposed by Roe and Klos [11].

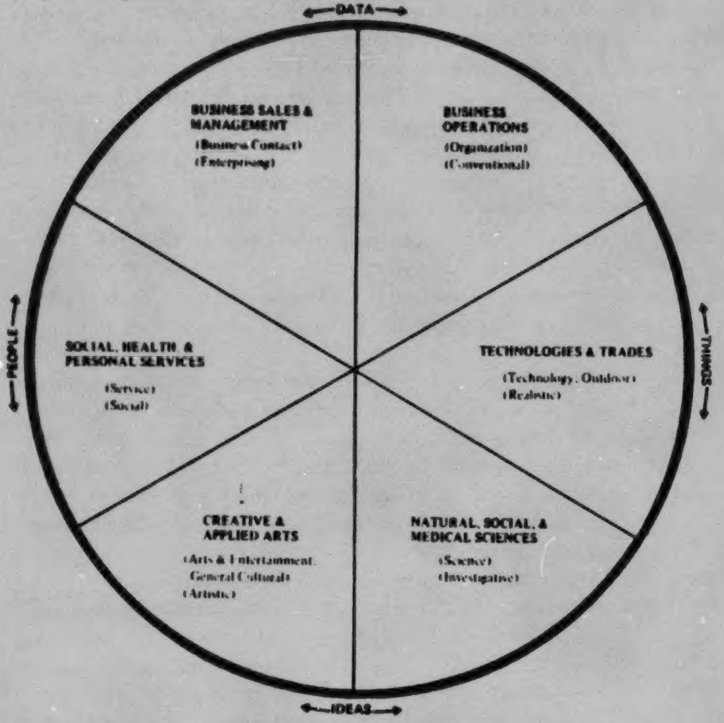
Although the people/things dimension has been widely recognized in the literature on interest measurement, the possibility of a data/ideas work task dimension has received relatively little attention. Indeed, the DOT "data-people-things" ratings combine data and ideas work tasks into one category. Research on the viability of the two work task dimensions suggested by the Roe and Holland classification systems is briefly summarized here.

Analyses of DOT data. Information on the characteristics of each of the 13,800 occupations identified as unique in the DOT was obtained on computer tape from the U.S. Department of Labor. This information (data-people-things codes, interest ratings, temperament ratings, work field/activity codes) was combined and summarized into data, ideas, people, and things scores for each occupation. The correlation between the data and ideas scores was —.67, which happened to be the same correlation found between the people and things scores. However, correlations for other combinations of the four scores (e.g., things and ideas) ranged around zero (—.29 to .27). These results indicated two bipolar dimensions: a data/ideas dimension and a people/things dimension. Occupations having high involvement with data as a primary work task, such as accounting, tended to have relatively low involvement with ideas. Conversely, occupations having high involvement with ideas, such as creative writing, tended to have low involvement with data. Occupations with high people involvement tended to have low things involvement, and vice versa.

When data/ideas and people/things dimensions were formed from the four separate scores, a correlation of .27 was found for the two dimensions. This correlation indicates that the two work task dimensions are relatively independent.

Analyses of occupational group data. The same work task dimensions found in the DOT data were also found in an analysis of the interest profiles for occupational groups on the basic scales of the Strong Vocational Interest Blank [2], the Project TALENT interest scales [6], and Holland's Vocational Preference Inventory [9]. In a principal components analysis of each of these three sets of data, the two work task dimensions were the main dimensions of interests assessed by the measures. That is, the occupations in the analyses differed most on these two dimensions. Furthermore, the occupations distributed themselves on the two dimensions in sensible ways. For example, high school English teachers scored toward the people and ideas poles of the two dimensions, whereas business education teachers scored toward the people and data poles. Over 500 occupational groups with a total membership of approximately 100,000 persons were involved in these analyses.

FIGURE 1. Relationship Between Job Clusters and the Data/Ideas, People/Things Work Task Dimensions


DATA
BUSINESS SALES & MANAGEMENT
(Business Contact)
(Enterprising)
BUSINESS OPERATIONS
(Organization)
(Conventional)
PEOPLE
SOCIAL, HEALTH & PERSONAL SERVICES
(Service)
(Social)
TECHNOLOGIES & TRADES
(Technology; Outdoor)
(Realistic)
THINGS
CREATIVE & APPLIED ARTS
(Arts & Entertainment,
General Cultural)
(Artistic)
NATURAL, SOCIAL, & MEDICAL SCIENCES
(Science)
(Investigative)
IDEAS

Note: Roe and Holland job cluster titles related to ACT-OCS titles are shown in parentheses. Roe titles appear first.

Definitions of Work Tasks. Archetypal definitions of the poles of the two bipolar work task dimensions are provided below, with alternate terms appearing in parentheses.

Data (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). Data tasks involve impersonal processes, such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and air traffic controllers work mainly with data.

Ideas (abstractions, theories, knowledge, insights, and new ways of expressing something, for example, with words, equations, or music). Ideas tasks involve intrapersonal processes, such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work mainly with ideas.

People. People tasks involve interpersonal processes, such as helping, informing, serving, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespersons, and nurses work mainly with people.

Things (machines, mechanisms, materials, tools, physical and biological processes). Things tasks involve nonpersonal processes, such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things.

All occupations have some involvement with data, ideas, people, and things; the examples above were chosen with emphasis on the primary purpose or focus of the job tasks [10]. For example, scientists may work with data but their primary purpose is not to produce or handle data; rather, it is to create or apply scientific knowledge. Likewise, an accountant may work with ideas but the ultimate goal is not to create ideas; it is to organize, record, and verify data in a systematic manner.

Formation of Job Families. Through successive revisions, occupations in the DOT were allocated to job families relatively homogeneous with respect to involvement with data/ideas and people/things. At the same time, care was taken to ensure that the job families made sense in terms of the types of occupations grouped together. Initially, 30 job families were formed and each was assigned to one of the 6 clusters. These job families were tried out in May 1972 with 1,600 9th-grade students in 6 schools, to determine the difficulties students had in understanding and using the classification system.

Information from these tryouts and new analyses of DOT worker trait ratings led to further revisions in the system. A version containing 25 job families was used with approximately 32,000 students in the spring 1973 norming of ACT's Career Planning Program, Grades 8–11 [1]. One of the exercises in the Career Planning Program asks students to report their first occupational preference and then assign it to a job family. Accuracy of assignment was studied for a random sample of 400 8th- and 11th-grade students in 40 schools [1]. Approximately 85 percent of both grade groups classified their occupational preferences into the appropriate job families; students who made incorrect classifications usually identified a job family closely associated with the appropriate one.

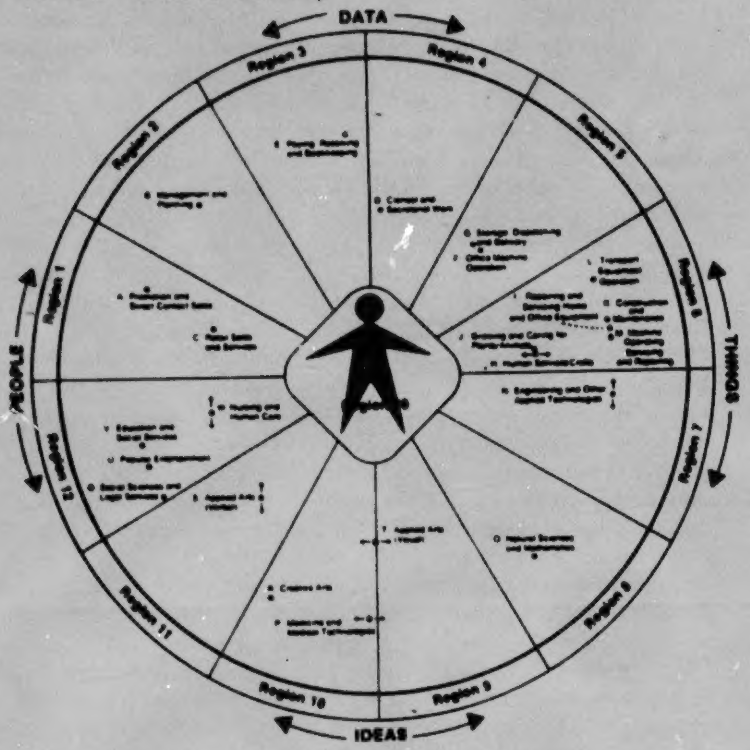
Information from the norm group study, along with the theoretical considerations and research results cited here, led to further revisions of the classification system. Also considered were the locations of the DOT 3-digit occupational groups on Holland's circular arrangement, as determined from Holland's interest profile codes for each of the 603 groups [8]. The current job family structure synthesizes and summarizes information from all these resources. Allocation of occupations to the three job preparation categories was based on DOT ratings for the amount of time involved in preparing for the occupations, supplemented by information in the *Occupational Outlook Handbook* [13].

Location of Job Families on Map. Job families are located on the World of Work Map (Figure 2) according to the relative standing of their member occupations on the two work task dimensions. The same data used in allocating occupations to job families (DOT ratings, occupational group profiles on the three interest inventories mentioned previously, and Holland's codes for DOT groups) were synthesized in determining typical involvement with data/ideas and people/things work tasks. Although care was taken to make job families as homogeneous as possible on the two work task dimensions, there is still considerable scatter among the occupations in a job family. Arrows on the map indicate the nature of this scatter when it is unusually large.

It should be emphasized that the World of Work Map summarizes information for approximately 13,800 occupations; it is application oriented and is not meant to constitute a precise scientific statement. ACT hopes and intends that the map and the classification system on which it is based will be the subject of continued study, revision, and improvement.

Placing Persons on the Map. Research indicates that the work task dimensions found for occupations can also be used to summarize the work task preferences of general samples of people. For example, the same two work task dimensions described earlier were found in analyses of the interest scores of large, nationwide samples of 8th-, 9th-, and 11th-grade students [1], and college-bound 12th-grade students [7]. As noted earlier, Roe [10] recognized the similarity between the "primary focus of activity" used in forming her occupational classification system and the basic types of vocational interests. Indeed, a factor analysis of four interest and personality inventories completed by Cottle [4] more than 25 years ago suggested similar bipolar dimensions of work task preferences.

FIGURE 2. World of Work Map



Note: Map locates job families according to primary involvement with data, ideas, people, and things. Arrows by a job family show that work tasks often heavily involve both people and things (← →) or data and ideas (↕). The following two job families are not on the map: personal and household services, and law enforcement and protective services. Occupations in these families tend to fall in the inner area of Regions 2 through 5, indicating a generally low involvement with data and people or things, depending on the occupation.

Thus, there are common dimensions for comparing job-related activity preferences with the work tasks characterizing the 25 job families. That is, job-related activity preferences can be transformed to positions on the data/ideas and people/things dimensions, and this information can be used to plot a person's location among the job families on the World of Work Map. However, for purposes of career exploration, only a general region need be indicated to a counselee. Accordingly, the World of Work Map was arbitrarily divided into the 13 regions shown in Figure 2. Twelve of the regions, each covering 30° on the map, span the world of work. The 13th region ("region 99") is used to indicate undifferentiated work task preferences (a "flat" profile).

Using the Map

The occupational classification system and map shown in miniature in Figure 2 and the materials associated with them provide an overview of the world of work, the main purpose of the ACT-OCS and map. (A larger reproduction of the map, which can be used in career counseling, is available at no cost from the author.) Informal and formal procedures for accomplishing the other purpose of the World of Work Map—helping counselees identify personally relevant occupational options—are briefly described in the following pages.

Informal Procedures. One procedure for placing persons on the map starts with their current occupational preferences. For example, the job family appropriate to a student's first occupational preference can be identified and its location found on the World of Work Map. This location determines the student's region, which, in turn, provides a tentative description of the student's work task preferences. Usually students will not have thought of occupations or their own activity preferences in terms of basic work tasks. Neither will they have considered other occupations in their job family or the families nearby. Thus, a single occupational preference can be used to suggest a wide range of occupational options and to initiate discussion of information about self.

An alternative procedure for placing persons on the map begins with work task preferences. For example, student-oriented descriptions of the four basic work tasks can be incorporated into group discussions of the varieties of work and associated life styles. Self-ratings of preferences for working with data, ideas, people, and things can then be collected and used to find appropriate regions on the map. Region 12 might be suggested to someone whose preference is to work first with people and second with ideas (see Figure 2). Regions 6 and 7 might be explored by someone who prefers to work with things and expresses no preference between data and ideas. Once a region on the map has been determined, by whatever means, counselors can help students identify and explore job families in and around the region. The list of occupations by job family will be useful in this activity.

These counseling procedures expand career exploration and, at the same time, provide focus. Counselors should point out, however, that a student's region on the map is only approximate and is subject to change as interests change. Students should also be informed of the map's limitations noted previously. Finally, students should recognize that work task preferences only provide a starting point for career exploration. Many other things, personal and environmental, must be considered.

Formal Procedures. The general correspondence between scales on five frequently used interest inventories and the data, ideas, people, and things poles of the two work task dimensions is summarized in Table 1. Support for the allocation of interest scales to the four work task poles is provided by recent correlational studies involving various combinations of interest inventories [1; 7] and by analyses of interest inventory structure [3; 5; 7]. In addition, the interest scale allocations to work tasks indicated by the empirical data generally make good sense.

TABLE 1

General Correspondence Between Work Task Preferences, ACT-OCS Job Clusters, and Interest Scales

Work task preferences (and associated job clusters)	Interest inventory scales[a] most relevant to work task preferences		
	SCII Theme Scales, VPI, SDS	Kuder GIS	OVIS
Data (Business Operations)	Conventional	Computational; Clerical	Numerical; Clerical Work
Data-People[b] (Business Sales & Management)	Enterprising	Persuasive	Customer Services; Sales Representative; Management and Supervision; Promotion and Communication
People (Social, Health, and Personal Services)	Social	Social Service	Caring for People; Nursing and Related; Teaching, Counseling, and Social Work
Ideas (Creative and Applied Arts; Natural, Social, and Medical Sciences)	Artistic; Investigative	Artistic; Literary; Scientific	Entertainment and Performance Arts; Music; Artistic; Literary; Medical; Applied Technology
Things (Technologies and Trades)	Realistic	Mechanical	Machine Work; Agriculture; Crafts and Precise Operations

[a] Scale abbreviations: Strong-Campbell Interest Inventory (SCII); Vocational Preference Inventory (VPI); Self-Directed Search (SDS); Kuder General Interest Survey (GIS); Ohio Vocational Interest Survey (OVIS).

[b] As shown by Figure 2, some job clusters involve combinations of work tasks. The Data-People combination is an example. It is emphasized here because several interest scales are relevant to this work task combination.

Counselors using any of the five interest inventories listed in Table 1 can supplement the regular reporting procedures with clinical assessment of interest patterns. For example, a student scoring highest on the computational and clerical scales of the Kuder General Interest Survey is probably expressing a preference for data work tasks, which suggests exploration of job families "up North" on the World of Work Map. If the persuasive scale is also high, the student might explore the business sales and management job cluster, and, more specifically, job families in and around region 2 of the map. For the 900,000 students taking the ACT each year, translation of work task preferences to a region on the map is automatic. The region is printed on the ACT Student Profile Report sent to high school counselors. The ACT student's booklet, *Planning for College*, provides several suggestions for using the map in occupational exploration.

Although there is more to the world of work than can be drawn on a piece of paper, the World of Work Map can provide a general sense of direction to persons engaged in career exploration. The map shows the location of the major "continents" in the work world, what the climate of each is like, and where each is located in relation to the others. It helps persons see how the specific occupations they are considering are related to work in general. Most important, it suggests regions of the world of work they may want to visit and explore.

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MAP OF COLLEGE MAJORS

The Map of College Majors shows how typical college seniors in each of 35 majors scored on the ACT Interest Inventory prior to college. The map is based on the scores of 9,200 college students completing their senior year in 1977-78. These seniors, who were enrolled in 16 institutions in 15 states, had taken the ACT Interest Inventory as a regular part of the ACT Assessment. Thus, we know how future accounting majors, English majors, etc. scored when they were still in high school.

Students can use the Map of College Majors to identify the major pursued by students who received scores similar to their own scores. (The procedure is explained on the back of the student report.) A high similarity of interests indicate that a student's likes and dislikes for the career-related activities on the ACT Interest Inventory are similar to those of typical persons pursuing a given major. Students may want to consider the majors for which their interests are most similar. However, as explained to students in *Your ACT Assessment Results*, The Map of College Majors is not intended to pinpoint the major that a student should choose. Rather, its purpose is to provide leads for further exploration, particularly for undecided students.

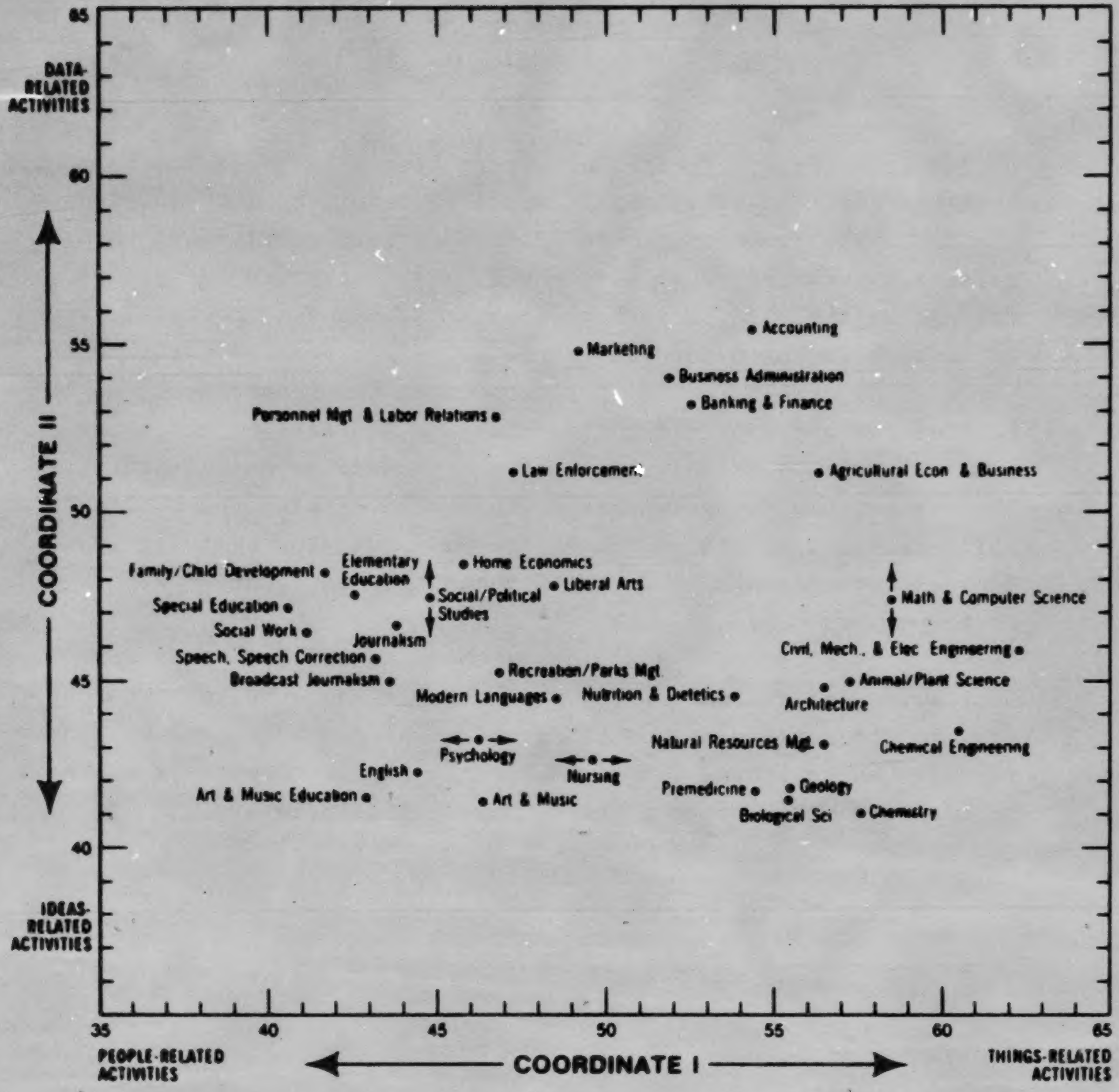
Advisors should alert students to the fact that the information provided by the map is based on interests and only interests. Information about other important factors (e.g., ability, motivation) related to academic success in that group is not provided by the Map of College Majors coordinate points.

If a student does not fall near any of the educational major groups, it means his or her profile of interests is unlike that of typical students in any of the educational majors. An individual located near the extremes of one dimension or the other on the Map of College Majors can examine those majors falling nearest the extreme, however. The student's interests, though different in some respects, are still more like those majors near that extreme than other majors found elsewhere on the map.

The average or mean profile of each educational major criterion group is represented by a single point on the Map of College Majors. In fact, however, the scores for the total group of seniors in any major scatter in all directions from the point for that major. A few may fall more than two inches away on the copy of the map provided to the student. (Arrows by a dot for a major indicate the direction of any unusual amount of scatter.) This is another reason why students should examine the majors which fall nearest the point on the map indicated by their coordinates, even though their coordinates are not located near any of the majors.

Most likely, a student's coordinates will be fairly near several different majors. If this is the case, the student may wish to explore all of these majors as possible choices. An advisor can help him or her examine the profile for the six scores to identify majors that might be given first priority.

MAP OF COLLEGE MAJORS



HOW TO PLOT YOUR SCORES ON THE MAP OF COLLEGE MAJORS

1. Copy your map coordinates I (______) and II (______) from the Interest Inventory section on the reverse side.

2. Locate your score for coordinate I on the map and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate your score on coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.

3. Make an "X" where the two lines cross. This point shows the location of your interests as compared to those of students in a wide variety of educational majors. The closer you are to a major or group of majors, the more similar your interests are to the interests of successful and satisfied college seniors in that major. Although your location on the map does not indicate which major you should enter, it should help you identify majors you may want to explore. See *Your ACT Assessment Results* for further explanations.

In assisting students in assessing their capabilities to achieve a plan, the advisor should use all relevant information:

1. Secondary school experiences
2. Interests
3. ACT scores
4. Information obtained in advising sessions

When several information sources agree on a student's assets or liabilities, more confidence can be placed in a diagnosis.

The Student Profile Report includes some information regarding the student's commitment to a particular plan and the strength and maturity of that commitment. The student has indicated how he or she feels in regard to educational major and first vocational choice. In addition, the Type of Program Studied, Years a Certain Subject Studied and Specific Course Grades may provide the counselor with insight regarding this question.

It should be clearly stated that although some information may be gleaned from the Student Profile Report, the question of motivation and the strength and maturity of a student's commitment to a plan will more likely be an assumption made by the professional counselor based on as much objective information as can be gathered, and by the insight of the counselor.

The third element involved in assessing the reality of a student's plan is some evaluation of the opportunities available to the student in his or her environment. If, for example, the student is planning to pursue a postsecondary education in an area in which the supply is greater than the demand and few jobs are available, that fact should be made available to the student. This would represent an environmental obstacle that might make a plan unrealistic if employment were a goal of the student.

A great deal of information about an individual's needs at a particular institution is reported on the Student

Profile Report. The student indicates on the Student Profile Report special educational needs that potentially stand in the way of achieving his or her plan. The counselor can easily determine if the service necessary to assist the student with the special need is available or not.

In the section labeled Scores and Predictive Data, information about a student's chances of being successful is presented. These data, derived from either the Basic or Standard Research Service, describe what is likely to occur in the academic life of this student at a particular institution if two conditions occur:

1. If this student puts forth an average effort.
2. If the institution "behaves" toward this student as it has "behaved" toward students in the past.

It is a mathematical way to describe the opportunities available to a student at this particular institution.

The data are reported in two ways:

1. The first reports the Percentile Rank of the Predicted Grade Point Average and compares a student's predicted grade point average with the predicted grade point average of freshman students who were enrolled in the groups or courses in the year indicated.
2. The second reports of the Probability that this student will earn a grade of C or higher in the group or course listed. Since probability deals with chances of particular outcomes occurring among like students, the interpretation of these data would be than n percent of students with secondary school grades and ACT scores identical with this

student's will make a C average or better at this institution.

This predictive information is provided to assist both the student and the institution. Advisors will use the information to provide the student with an indication of how he or she might expect to perform in specific groups and/or courses. Being aware of areas of strengths and weaknesses, students and counselors can make plans that will maximize the chances for success. If the student's predicted probability of earning a C or higher in English was 17 (indicating 17 chances out of 100) the counselor will likely want to refer to the student's grade in English, ACT English score, number of years English studied in secondary school, and whether or not the student indicated a need for assistance in writing and reading.

The institution can use these data to determine what type student is successful. If students with high achievement (in terms of secondary school grades) and ACT scores in a particular area seem not to have a good chance of earning C or higher in a specific course, the institution or department may choose to re-examine the course objectives or to structure new course offerings.

WHAT TO LOOK FOR ON THE STUDENT PROFILE REPORT

Other-than-academic achievement:

1. Out-of-class accomplishments
2. High School extracurricular activities
3. College extracurricular plans
4. Interest Inventory

Opportunity for success at this institution

1. ACT local percentiles
2. Predictive data in groups
3. Predictive data in courses
4. Self-estimated college GPA
5. High School attended
6. Educational major
7. Self-reported high school rank
8. Self-reported high school average

Demographic Information

1. Age
2. Marital status
3. High school attended
4. Racial mix in high school
5. Ethnic background
6. Educational level at time of testing
7. Language spoken at home
8. Religious preference

Educational and Vocational Plans

1. Educational major
2. First and second vocational choice
3. Certainty of choice
4. Degree objective
5. Interest inventory
6. Type of program studied in high school
7. Self-reported high school rank
8. Self-reported high school average
9. Years certain subjects studied
10. Adequacy of high school education
11. Self-reported high school grades
12. ACT scores

13. Predictive data
14. Out-of-class accomplishments
15. Extracurricula activities
16. Student request for assistance in specific areas
17. College selection items

Academic Ability

1. ACT scores
2. High school grades
3. ACT norms
4. Self-reported rank
5. Self-reported average
6. Size of senior class
7. Type of program
8. Years certain subjects studied
9. Adequacy of high school education
10. Advanced placement in high school
11. Ethnic background
12. Language in home

Interests

1. Interest inventory
2. Educational major
3. First and second vocational choice
4. Degree objective
5. Extracurricula plans
6. Out-of-class accomplishments
7. Credit by examination
8. Honors and independent study
9. Advance placement

ADVISOR WORKSHEET

Name______________________________ ACT Composite Score__________

Educational Major______________________________

First Vocational Choice__________________ Second Vocational Choice______________

	Yes	No
1. Are the educational major and First Vocational Choice consistent?	___	___
2. Are the First and Second Vocational Choices consistent?	___	___
3. Is the Degree Objective consistent with Vocational Choice?	___	___
4. Is the Map of College Majors consistent with Educational Major?	___	___
5. Is the World-of-Work Map consistent with Vocational Choice?	___	___
6. Is certainty of choices consistent with indicating need for help with educational/vocational planning?	___	___
7. Do out-of-class accomplishments compliment major or vocational choices?	___	___
8. Are the test scores consistent with the educational/vocational plans?	___	___
9. Do differential abilities exist?	___	___
10. Are high school grades consistent with the test scores?	___	___
11. Is the predictive data supportive of the plan?	___	___
12. Is there a relationship between the test scores and high school grades and expressed need for help in reading, writing, and mathematics?	___	___
13. Is the self-estimate of college GPA realistic?	___	___
14. Is there consistency between high school and college extracurricular plans?	___	___
15. Are plans for advanced placement, credit-by-examination, honors, and independent study consistent with test scores and high school record?	___	___

Possible Majors for Exploration
(Map of College Majors)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Possible Job Families for Exploration
(World-of-Work Map)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

STRENGTHS

1. ____________________
2. ____________________
3. ____________________
4. ____________________

POTENTIAL WEAKNESSES

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Supplemental Information from Student:

Recommendations:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

ADVISING CAUTIONS USING THE STUDENT PROFILE REPORT

* Only a tool.
* Over interpretation.
* Limitation of predictive data.
* Currency of Data.
* Tests measure educational development
* Consideration of other factors not reported.
* Maps are for exploratory purposes.
* Inconsistent responses may not necessarily be bad.

THE ACT INTEREST INVENTORY

QUESTIONS AND ANSWERS

The following questions and answers are provided to help users to better understand the ACT Interest Inventory.

WHAT IS THE PURPOSE OF THE ACT INTEREST INVENTORY?

The ACT Interest Inventory was designed to describe an individual's interests along meaningful dimensions and to use this information in exploring the similarity of the individual's interests to the interests of college seniors in various educational program majors. This information used with other relevant data should assist students in making sound educational decisions.

WHAT IS THE ACT INTEREST INVENTORY?

The ACT Interest Inventory is a 90-item, 15-minute instrument administered as an integral part of the ACT Assessment and is designed to measure six basic interest dimensions called Science, Creative Arts, Social Service, Business Contact, Business Detail, and Technical. The ACT Interest Inventory is not available as a separate instrument.

WHAT ARE THE SIX INTEREST DIMENSIONS?

Science: Investigating and attempting to understand through reading, research, and discussion, phenomena in the natural sciences.

Creative Arts: Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature).

Social Service: Helping, enlightening, or serving others through activities such as teaching and counseling, working in service-oriented organizations, engaging in social/political studies.

Business Contact: Persuading, influencing, directing, or motivating others. Activities include sales, supervision, and aspects of business management.

Business Detail: Developing and/or maintaining accurate and orderly files, records accounts; designing and/or following systematic procedures for performing business activities.

Technical: Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, and repairing machinery, and raising crops/animals.

HOW WERE THE SIX INTEREST DIMENSIONS DERIVED?

The six interest dimensions measured by the ACT Interest Inventory (1) have been found repeatedly in the psychological research literature, (2) have been used to classify occupations into groups, and (3) correspond directly to the six types of personal orientations proposed by John Holland in his theory of careers (Holland 1973).

WHAT IS THE EXPECTED RELATIONSHIP BETWEEN THE SIX SCALES OF THE ACT INTEREST INVENTORY?

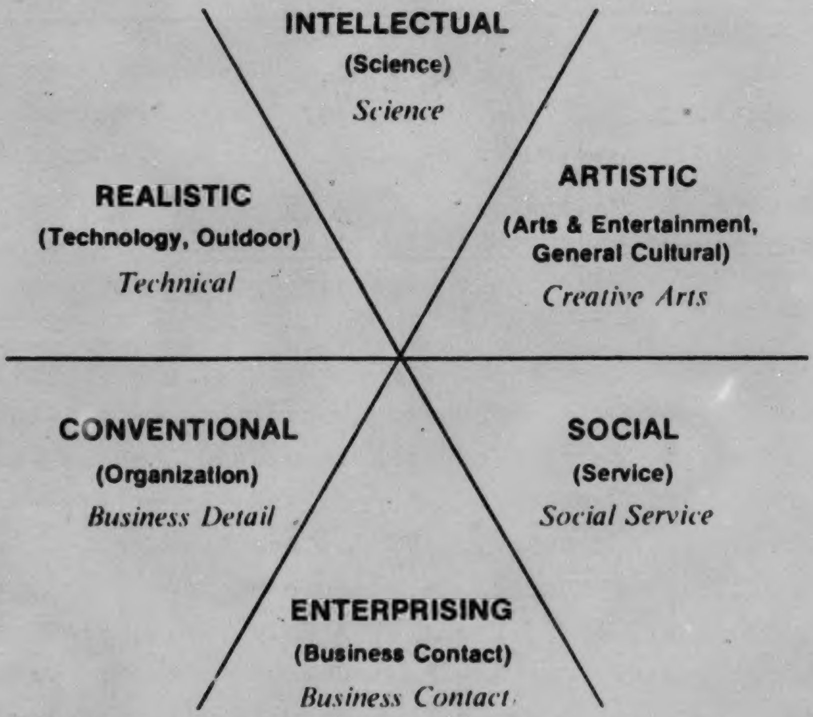
Holland, Roe, and others have suggested that the domain of vocational interests can be presented by a relatively few basic interest dimensions which are related in a circular manner. Adjacent interest dimensions are more closely related than non-adjacent dimensions. This hypothesized circular arrangement is illustrated in Figure 1 for Holland's, Roe's and the ACT Interest Inventory interest dimensions.

HOW WERE THE SIX INTEREST SCALES DEVELOPED?

Items were assigned to the six scales of the ACT Interest Inventory on a priority basis according to theoretical and empirical work reported in the literature. After pilot testing, the scales were refined on psychometric grounds to produce homogeneous scales related to each other in the expected fashion.

WHAT NORMS ARE USED IN REPORTING PERCENTILE RANKS?

An individual's percentile rank is reported numerically and graphically on the ACT Student Profile Report.


INTELLECTUAL
(Science)
Science
REALISTIC
(Technology, Outdoor)
Technical
ARTISTIC
(Arts & Entertainment, General Cultural)
Creative Arts
CONVENTIONAL
(Organization)
Business Detail
SOCIAL
(Service)
Social Service
ENTERPRISING
(Business Contact)
Business Contact

NOTE.—Holland's categories are shown in capital letters. ACT Interest Inventory categories are shown in italics.

Fig. 1. Circular ordering of Holland, Roe, and ACT Interest Inventory categories.

WHAT IS MEANT BY A UNISEX INTEREST INVENTORY?

The National Institute of Education (NIE) guidelines on sex fairness in interest inventories (Diamond, 1975) note that "the vocational interests and choices of men and women are influenced by many environmental and cultural factors" (p.xxvi). Unfortunately, one of these factors, sex role steroetypes, sometimes affects students' responses to interest inventory items. As a result, unless special care is taken in interest assessment, the career suggestions provided to males and females may be needlessly restricted to areas traditional for their sex.

The interest assessment procedures used by ACT are designed to counteract the effects of sex-role stereotypes on interest inventory results. Both the ACT Interest Inventory used in previous years and the new unisex edition report sex-balanced scores. As a result, males and females receive similar career suggestions. Sex-balanced scores were obtained with the ACT Interest Inventory (UNIACT), sex balance is achieved through the careful choice of items. Because males and females obtain similar raw scores on the UNIACT scales, combined-sex norms can be used without restricting the career options suggested to either sex.

Research has repeatedly shown that the reporting procedures used with ACT's interest inventories suggest the full spectrum of career options to both males and females (e.g., see Cole & Hanson- 1975; Gottfredson, Holland, & Gottfredson, 1975; Hanson, Prediger, & Schussel, 1977). Both theoretical considerations and validation studies (e.g., see Hanson, Noeth, & Prediger, in press; Prediger, 1977; Prediger & Cole, 1975; Prediger & Hanson, 1976) support these reporting procedures. Other reporting procedures were rejected because they provide stereotypic career suggestions to large numbers of males and females (see Cole & Hanson, 1975; Gottfredson et al., 1975; Prediger & Hanson, 1974,1976).

Typically, when such reporting procedures are used, males are referred much more frequently than females to science, technical, and business management occupations. Females are referred more frequently to social, artistic, and clerical occupations.

Because the ACT Interest Inventory suggests the full spectrum of career options to males and females, advisors may find that some students will question the career suggestions they receive. A sensitive advisor will seek ways to use nontraditional career suggestions to encourage students to widen their range of experiences and career options. Advisors can also help students explore their feelings about the life styles and social roles associated with various occupations.

WHY ARE THE PERCENTILE RANKS REPORTED IN A GRAPHIC FORMAT?

The percentile rank for each interest inventory scale is provided in graphic form for two reasons. First, the 'X' represents the percentile rank and the dashes on each side represent the range in which the scores would probably fall. The range of dashes covers approximately one standard error of measurement on either side of the reported score. Looking at the percentile ranks in this way emphasizes that the scores are only estimates and not precise values. The second reason the percentile ranks are reported in graphic form is to provide a picture of the student's total profile when he or she is compared to other college-bound students of the same sex.

WHAT ARE THE EDUCATIONAL MAJOR PLOT SCORES?

The Educational Major Plot Scores are an example of a new reporting procedure which allows students to examine the similarity of their profile of interests to the interests of college seniors. These scores are derived from a statistical procedure called multiple discriminant analysis and provide each student with two coordinate points which may be used to project his or her profile of interests onto an interest map.

The Educational Major Plot Scores provide the student and counselor with an index of how similar student's interests are to the interests of college seniors in various educational majors. A high similarity of interests merely indicates that a student's likes and dislikes for the career-related activities on the ACT Interest Inventory are similar to those of typical members of a particular group. Since a student may find the major interesting and the students congenial to be with, we suggest students explore those majors to which their interests are most similar. Counselors should alert students that this similarity is based on interests and ONLY interests. Information about other important factors (e.g., ability, motivation, etc.) related to academic success in that group is not provided by the Educational Major Plot Scores. The ACT Student Profile Report does provide an overall estimated "chance of success" at each college choice, however.

WHAT DOES IT MEAN WHEN A STUDENT'S POSITION ON THE MAP OF COLLEGE MAJORS IS NOT CLOSE TO ANY OF THE EDUCATIONAL MAJOR GROUPS?

If a student had coordinates of 54 and 64 he would not fall near any of the educational major groups. An individual occupying that location undoubtedly had extremely high interests in Business Detail, much higher than either Accounting or Mathematics majors. Nevertheless, that individual could consider those majors as possibilities since he is more similar, in terms of interests to those two groups than to any others.

WHAT IS THE DEGREE OF VARIATION OF THE MEMBERS OF AN EDUCATIONAL MAJOR GROUP ABOUT THE MEAN PROFILE?

The average or mean profile of each educational major criterion group is represented by a single point on the Map of College Majors. In fact, however, the members of each group vary to some degree around that single point. That variation can be represented by an ellipse which includes a certain percentage of the members of that group.

HOW MANY DIFFERENT EDUCATIONAL MAJORS SHOULD A STUDENT CONSIDER?

In general we hope students would consider as many options as possible. The circumstances surrounding each individual will differ depending on the amount of career planning, the availability of information, the readiness to make decisions, as well as a variety of other factors. Thus, some students will want to consider more majors than others. Keep in mind, however, that the results of the ACT Interest Inventory do identify points of departure for further exploration. In addition the Map of College Majors should be used in the context of other supporting information so students can make the best possible educational decisions.

USING THE ACT SPR IN GROUP ADVISING

The ACT Student Profile Report can provide useful information to assist in group advising.

Group sessions focusing on explaining and integrating information from the ACT Assessment Student Profile Reports can be an important part of an academic advising program.

Following are some practical suggestions for conducting a group interpretation of the ACT report:

1. Define in advance what is to be accomplished. A clear statement of purpose for the session will lead to the selection of materials to be discussed, resources which will communicate important points, and methods which will contribute to the goals of the session.
2. Make sure that each student has a copy of his/her ACT report.
3. Use visual aids to convey major concepts and points (ACT can be of assistance in providing such materials).
4. Stress the fact that test scores and high school grades measure only a part of what it takes to be successful in college.
5. Discuss the concepts of standard scores, standard error of measurement, and norms.
6. In presenting predictive information be sure that the following factors are clearly communicated:

--a prediction is not a guarantee. Since the prediction is based on the high school grades and ACT scores of a previous year's class for each college, the prediction will be fairly accurate if there is no significant change in the nature of students admitted the following year, and if the students apply themselves as diligently and effectively as the typical student at that college.

--grade predictions are accurate only to the degree that NO special educational program intervention occurs from one year to the next. That is, special programs may alter the "predictability" of certain groups of students.

7. Following are some of the kinds of questions that should be dealt with in an interpretive session with students:
- -- Are the educational major and first vocational choice consistent?
- -- Are the first and second vocational choices consistent?
- -- Is the degree objective consistent with vocational choice?
- -- Is the Map of College Majors consistent with educational major?
- -- Is the World-of-Work Map consistent with vocational choice?
- -- Is certainty of choices consistent with indicating need for help with educational/vocational planning?
- -- Do out-of-class accomplishments compliment major or vocational choices?
- -- Are the test scores consistent with the educational/vocational plans?
- -- Do differential abilities exist?
- -- Are high school grades consistent with the test scores?
- -- Is the predicitve data supportive of the plan?
- -- Is there a relationship between the test scores and

high school grades and expressed need for help in reading, writing, and mathematics?

- Is the self-estimate of college GPA realistic?
- Is there consistency between high school and college extracurricular plans?
- Are plans for advanced placement, credit-by-examination, honors, and independent study consistent with test scores and high school record?

TRACY A[redacted]UR C
7852 W [redacted]H ST
WHEAT RIDGE CO 80033

MALE
08/22/61

SOC. SEC. NO.: 392 [redacted]1-1978
COUNTY: JEF[redacted]SON
PHONE NUMBER: 303 468-7982

TYPE OF TESTING: NATL
DATE TESTED: 10/78
ED. LEVEL WHEN TESTED: SENIOR

1978-79 ACT **COLLEGE COPY**

STUDENT PROFILE REPORT

H.S. ATTENDED: 067-890 WHEAT RIDGE SR HS 9505 W 32ND AVE WHEAT RIDGE COLORADO 80033

SUBJECT AREA	H.S. GRDS	ACT STANDARD SCORES (01-36)	ACT NORMS (%ILES) LOCAL	NATIONAL	
ENGLISH	A	25	83	94	NAT'L NORMS SHOWN ARE
MATHEMATICS	C	19	38	60	
SOCIAL STUDIES	A	26	73	87	
NATURAL SCIENCES	B	22	42	59	COL
COMPOSITE SCORE		23	59	77	BND

OVERALL GPA PREDICTIONS

NAME OF GROUP	FRESHMAN YEAR	RES PLAN	%ILE RANK	PROB ≥ C
EDUCATION	77/8	S	91	89
BUS ADMINISTRATION	77/8	S	94	92
LIBERAL ARTS	77/8	S	74	81
ENGINEERING	77/8	S	41	32
ALL FRESHMEN	76/7	S	75	80

SPECIFIC COURSE PREDICTIONS

NAME OF COURSE	FRESHMAN YEAR	GRP NO	GROUP NAME*	%ILE RANK	PROB ≥ C
FRESHMAN ENGLISH	77/8	1	ALL FRE	89	72
COLLEGE ALGEBRA	77/8	1	ALL FRE	15	18
HISTORY	77/8	2	LIBERAL	86	82
CHEMISTRY	77/8	3	ENGINEE	59	68
PSYCHOLOGY	76/7	4	ALL FRE	79	89

DASH (—) INDICATES INFORMATION NOT PROVIDED

RES. (RESEARCH) PLAN: B = BASIC, S = STANDARD

*TRUNCATED FIELD. FOR COMPLETE NAME SEE YOUR PREDICTIONS SHEET

ADMISSION/ENROLLMENT DATA

COLLEGE CODE	CHOICE	ENTRANCE DATE	FULL TIME	TYPE OF STUDENT	U.S. CITIZEN	RESIDENT OF ABOVE STATE	PHYSICAL HANDICAP	VETERAN	COLLEGE CREDIT	HOUSING PLANS
0521	1ST	FALL 79	YES	DAY	YES	YES	--	NO	NO	RESID HALL

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST	SIZE	FIELD OF STUDY	OTHER FACTOR
FOURTH	SIXTH	FIFTH	SECOND	THIRD	FIRST	SEVENTH
PUB 4-YR	COED	COLORADO	UND 1000	5-10,000		

EDUCATIONAL AND VOCATIONAL PLANS

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE	SELF-ESTIMATE OF COLLEGE G.P.A.
POLITICAL SCIENCE	FAIRLY SURE	PROF LEVEL	3.0-3.4

FIRST VOCATIONAL CHOICE	HOW CERTAIN	SECOND VOCATIONAL CHOICE
LAW	VERY SURE	INTERNATIONAL RELATIONS

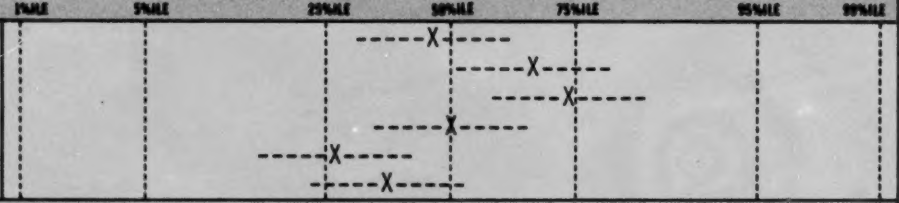
SPECIAL EDUCATIONAL NEEDS AND INTERESTS

	INDICATED NEED FOR HELP IN:						INDICATED INTEREST IN: CREDIT BY EXAMINATION							ADVANCED PLACEMENT IN:							
	EDUCATIONAL OR VOCATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	PERSONAL COUNSELING	ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FRESHMAN HONORS COURSES	INDEPENDENT STUDY	ROTC	ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FRENCH	GERMAN	SPANISH	OTHER LANG
COLLEGE	Y	N	N	N	Y	N	Y	N	Y	N	Y	N	Y	Y	N	Y	N	N	N	N	N

PLANS TO SEEK FINANCIAL AID: YES **NEEDS HELP TO FIND WORK:** YES **HOURS/WEEK:** 11-20

INTEREST INVENTORY

STANDARD SCORE (20-80)	BASIC INTEREST AREA	%ILE
49	SCIENCE	46
54	CREATIVE ARTS	66
56	SOCIAL SERVICE	73
50	BUSINESS CONTACT	50
44	BUSINESS DETAIL	27
46	TECHNICAL	34



610

MAP OF COLLEGE MAJORS—COORDINATES: I 41 II 46 (See Back of Report)

WORLD-OF-WORK MAP REGION 12

HIGH SCHOOL INFORMATION

YR H.S. GRAD OR EQUIV	SIZE OF SENIOR CLASS	TYPE OF SCHOOL	PERCENT SAME RACE AS STUDENT	TYPE OF PROGRAM STUDIED
1979	200-399	PUBLIC	90%	COLL PREP

SELF-REPORTED RANK: TOP QTR **AND AVERAGE:** 3.0-3.4

YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

SUBJECT AREA	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCES	SPANISH	GERMAN	FRENCH	OTHER LANGUAGES	BUSINESS COMMERCE	OCCUP VOC
YRS.	4	4	3	3	1	1	0	0	1	1
ADV PLACEMENT IN H.S / LANG	YES	NO	YES	NO	NO					

SELF-REPORTED ADEQUACY OF H.S. EDUC.: EXCELLENT

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

	INSTR MUSIC	VOCAL MUSIC	STUDENT GOV'T	PUBLICATIONS	DEBATE	DEP'T'L CLUBS	DRAMATICS	RELIG ORG'S	RACIAL/ETH ORG'S	INTRAMURAL ATHL	VARSITY ATHL	POLITICAL ORG'S	RADIO-TV	FRAT/SORORITY	SPECIAL INTEREST	SERVICE ORG'S
HIGH SCHOOL	Y	Y	Y	Y	Y	N	Y	N	N	N	Y	Y	N	N	N	N
COLLEGE	Y	N	N	N	Y	N	Y	N	N	N	N	Y	N	N	N	N

OUT-OF-CLASS ACCOMPLISHMENTS

LEADERSHIP	MUSIC	SPEECH	ART	WRITING	SCIENCE	ATHL	COMM SERVICE	WORK EXP
HI	HI	HI	N	HI	N	AV	HI	VH

N = NONE AV = AVERAGE HI = HIGH VH = VERY HIGH

BACKGROUND INFORMATION (OPTIONAL)

ETHNIC BACKGROUND CAUCASIAN/WHITE
RELIGIOUS PREFERENCE PROTESTANT
ENG. MOST FREQ. SPOKEN IN HOME YES

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SPECIAL MESSAGES

☐ SOCIAL SECURITY NUMBER NOT REPORTED BY STUDENT
☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS NOT REPORTED AND/OR ONE OR MORE SUBTESTS NOT TAKEN. NO PREDICTIVE INFORMATION POSSIBLE.

ACT ASSESSMENT STUDENT PROFILE REPORT 1978-79

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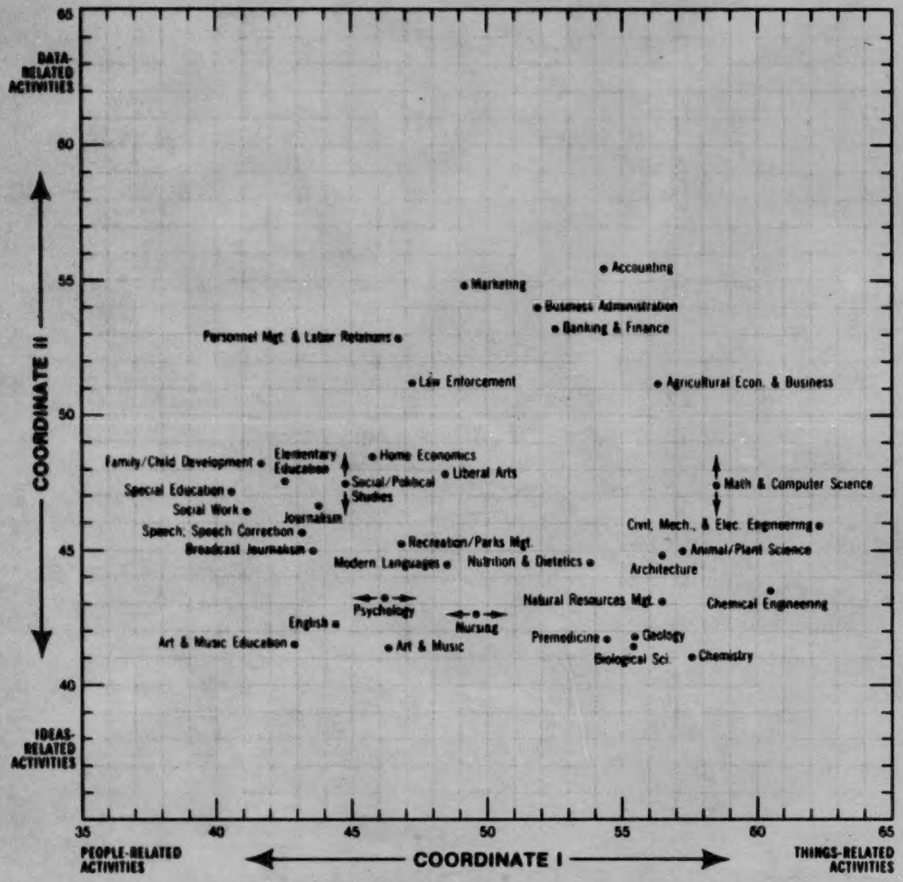
P.O. BOX 168, IOWA CITY, IOWA 52240, PHONE (319) 356-3711

SIDE 2

CAREER PLANNING AIDS

The Map of College Majors and the World-of-Work Map use your **interest** scores to help you identify college majors and occupations you may want to consider. The interpretive guide, *Your ACT Assessment Results*, shows you how to use these maps. As you do, be careful not to confuse **interests** with abilities.

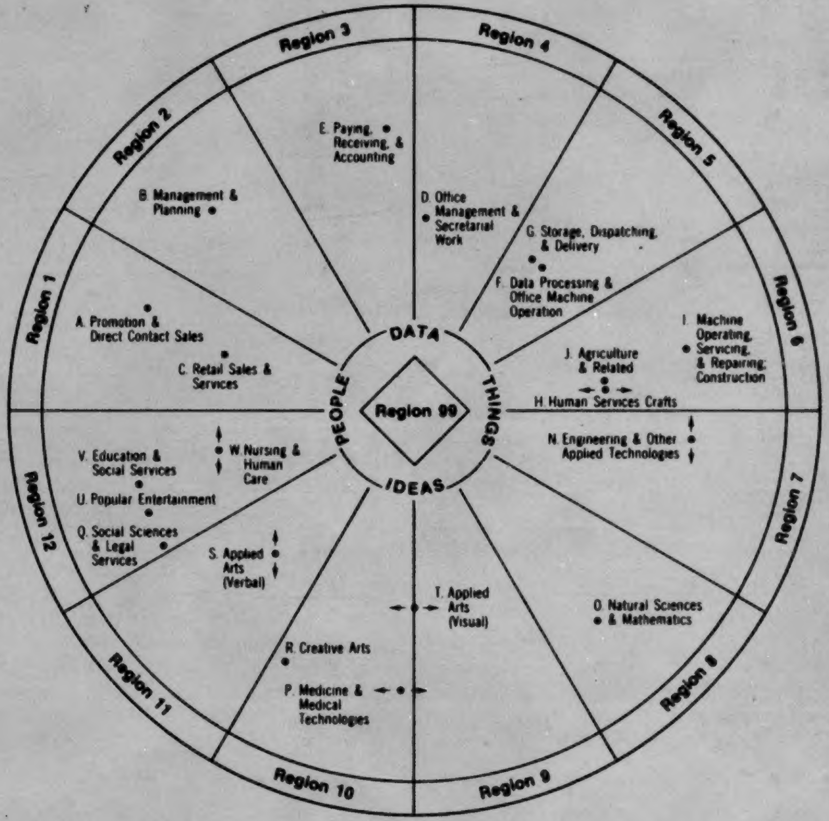
MAP OF COLLEGE MAJORS



HOW TO PLOT YOUR SCORES ON THE MAP OF COLLEGE MAJORS

1. Copy your map coordinates I (______) and II (______) from the Interest Inventory section on the reverse side.
2. Locate your score for coordinate I on the map and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate your score on coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.
3. Make an "X" where the two lines cross. This point shows the location of your **interests** as compared to those of students in a wide variety of educational majors. The closer you are to a major or group of majors, the more similar your interests are to the interests of successful and satisfied college seniors in that major. Although your location on the map does not indicate which major you should **enter**, it should help you identify majors you may want to explore. See *Your ACT Assessment Results* for further explanations.

WORLD-OF-WORK MAP



Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Region 8
Region 9
Region 10
Region 11
Region 12
Region 99
DATA
THINGS
IDEAS
PEOPLE
E. Paying, Receiving, & Accounting
B. Management & Planning
D. Office Management & Secretarial Work
G. Storage, Dispatching, & Delivery
F. Data Processing & Office Machine Operation
A. Promotion & Direct Contact Sales
C. Retail Sales & Services
I. Machine Operating, Servicing, & Repairing; Construction
J. Agriculture & Related
H. Human Services Crafts
N. Engineering & Other Applied Technologies
V. Education & Social Services
W. Nursing & Human Care
U. Popular Entertainment
Q. Social Sciences & Legal Services
S. Applied Arts (Verbal)
T. Applied Arts (Visual)
O. Natural Sciences & Mathematics
R. Creative Arts
P. Medicine & Medical Technologies

HOW TO USE THE WORLD-OF-WORK MAP

1. Copy your World-of-Work Map Region (______) from the Interest Inventory section on the reverse side.
2. Use your region number to locate your region on the World-of-Work Map. Look at the job families in your region **and** the adjacent regions. The jobs in these families generally involve activities corresponding to your interest scores. Although your region on the map does not indicate which job you should **enter**, it should help you identify jobs you may want to **explore**.
3. Turn to the Job Family List in *Your ACT Assessment Results* for a list of jobs in each job family. This interpretive guide also suggests several ways you can find out more about these jobs.

STUDENT PROGRAM

PROLOGUE TO LEARNING

Freshman Advising Conference ,

MIDSTATE

(All activities in Whitehall Classroom Building, unless noted)

7:45 AM	CONFERENCE CHECK-IN ID PICTURES	Lobby
8:30 AM	REVIEW OF PROGRAM (Select sessions which meet your needs)	Room 114 - D

	A Room 102	B Room 106	C Room 110	D Room 114	E Room 118	F Room 122
Session 1 9:05-9:30	Financial Aid	Housing	Health Service	Student Panel (Students Only)	Counseling	Student Activities
Session 2 9:35-10:00	Housing	Financial Aid	Counseling	Health Service	Academic Life	Student Activities
Session 3 10:05-10:30	Student Panel (Students Only)	Academic Life	Financial Aid	Housing	Health Service	Student Activities
Session 4 10:35-11:00	Off-campus Housing	Health Service	Academic Life	Financial Aid	Student Panel (Students Only)	Student Activities

11:05 AM	ACT INTERPRETATION	Room 118-F
12:00 Noon	LUNCH	Student Center
1:00 PM	REGISTRATION INSTRUCTIONS Assignment of Advisors	Room 106-B
1:30 PM	ACADEMIC ADVISING Registration for Classes ID Pick-Up	To be announced CB Third Floor
4:00 PM	MEET PARENTS	Room 118-E

ADVISING CONFERENCE OFFICE
Miller Hall - Room 5

PHONE..257-2756
257-2857

4.60

PARENT PROGRAM

PROLOGUE TO LEARNING

Freshman Advising Conference

MIDSTATE

(All activities in Whitehall Classroom Building, unless noted)

7:45 AM	CONFERENCE CHECK-IN	Lobby
8:30 AM	REVIEW OF PROGRAM	Room 102
9-11:00 AM	INTEREST SESSIONS (Select sessions which meet your needs)	See Chart

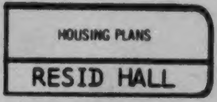
	Room 102	Room 106	Room 110	Room 114	Room 118	Room 122
Session 1 9:05-9:30	Financial Aid	Housing	Health Service	Student Panel (Students Only)	Counseling	Student Activities
Session 2 9:35-10:00	Housing	Financial Aid	Counseling	Health Service	Academic Life	Student Activities
Session 3 10:05-10:30	Student Panel (Students Only)	Academic Life	Financial Aid	Housing	Health Service	Student Activities
Session 4 10:35-11:00	Off-campus Housing	Health Service	Academic Life	Financial Aid	Student Panel (Students Only)	Student Activities

11:05 AM	DEAN OF STUDENTS Questions & Answers	Room 106
11:30 AM	PRESENTATION OF ACT CLASS PROFILE	Room 106
12:00 AM	LUNCH	Student Center
1:00 PM	STUDENT PANEL	Room 118
2:00 PM	CAMPUS TOURS (In case of rain, other arrangements will be made)	Room 118
3:30 PM	CLOSING REMARKS Questions & Answers	Room 118
4:00 PM	MEET STUDENTS	Room 118

ADVISING CONFERENCE OFFICE
Miller Hall - Room 5
Phone 257-2756
257-2857

Interest Sessions

In the various interest groups students are referred to their ACT Student Profile Reports (SPR). Following are some examples of how the SPR is used in selected sessions.

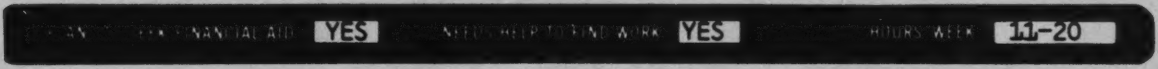


HOUSING PLANS

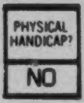
RESID HALL

Housing Plans. The students are directed to the section of their ACT Student Profile Report showing their housing plans. The Director of Housing at Midstate provides information about various campus housing units available including costs, study and recreation facilities, meal schedules, residence hall governance, etc. He also talks about the various problems and opportunities associated with group living.

Financial Aid. The Director of Student Financial Aid explains the typical student's budget at Midstate and gives a brief description of the various forms of student financial aid that are available at Midstate. Student part-time jobs, both on and off campus, are discussed. He concludes with an invitation for any students who have not previously done so, and feel they may qualify, to contact him for assistance.



[illegible] FINANCIAL AID YES [illegible] NEEDS HELP TO FIND WORK YES [illegible] HOURS WEEK 11-20

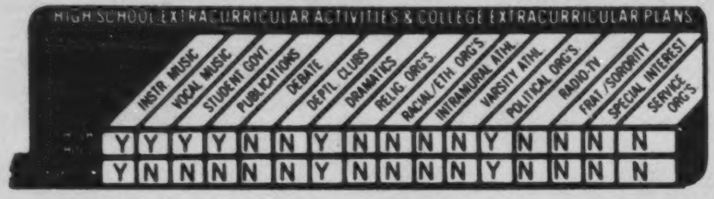


PHYSICAL HANDICAP?

NO

Health Services. The Director of Student Health Services directs the students' attention to that section of the ACT Student Profile Report where the students indicated whether or not they have a physical handicap. First, he talks directly to those who may have a physical handicap requiring special facilities at Midstate such as continuing health care, wheel chair ramps, large print or Braille resources for students with visual handicaps, etc. He then speaks generally about health care available at Midstate. Students are given direct information on where they can get help and what kind of help to expect on problems ranging from the common cold to venereal diseases.

Student Activities. Representatives from several student organizations are called upon to outline the availability of extracurricular activities at Midstate. Students are directed to that section of their Student Profile Report where they have indicated their high school extracurricular activities and their college extracurricular plans. The students are able to look at their score report and find those areas in which they had expressed interest while hearing a brief description of activities like the following:

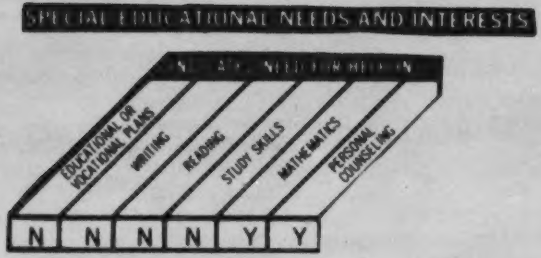


HIGH SCHOOL EXTRACURRICULAR ACTIVITIES & COLLEGE EXTRACURRICULAR PLANS

INSTR. MUSIC	VOCAL MUSIC	STUDENT GOVT.	PUBLICATIONS	DEBATE	DEPTL. CLUBS	DRAMATICS	RELIG. ORG'S.	RACIAL/ETH. ORG'S.	INTRAMURAL ATHL.	VARSITY ATHL.	POLITICAL ORG'S.	RADIO-TV	FRAT./SORORITY	SPECIAL INTEREST	SERVICE ORG'S.
Y	Y	Y	Y	N	N	Y	N	N	N	N	Y	N	N	N	N
Y	N	N	N	N	N	Y	N	N	N	N	Y	N	N	N	N

Instrumental music
Vocal music
Student government
Publications
Debate
Departmental clubs
Dramatics
Religious Organizations
Racial/ethnic organizations
Intramural athletics
Varsity athletics
Political organizations
Radio-TV
Fraternities/sororities
Special interests
Service organizations

Counseling. Members of Midstate's counseling staff responsible for helping students with special problems direct the students' attention to that section of the ACT Student Profile Report where the students have indicated their need for help in specific areas. Brief descriptions of Midstate's facilities for helping students in the following areas are discussed:


SPECIAL EDUCATIONAL NEEDS AND INTERESTS
NEED FOR HELP IN
EDUCATIONAL OR VOCATIONAL PLANS
WRITING
READING
STUDY SKILLS
MATHEMATICS
PERSONAL COUNSELING
N
N
N
N
Y
Y

- - Educational or career planning
- - Improving writing skills
- - Improving reading skills
- - Improving study skills
- - Improving basic mathematical skills
- - Professional help in personal counseling

Students are reminded of areas in which they need help by examining their own responses while learning what is available at Midstate to assist them with their perceived problems.

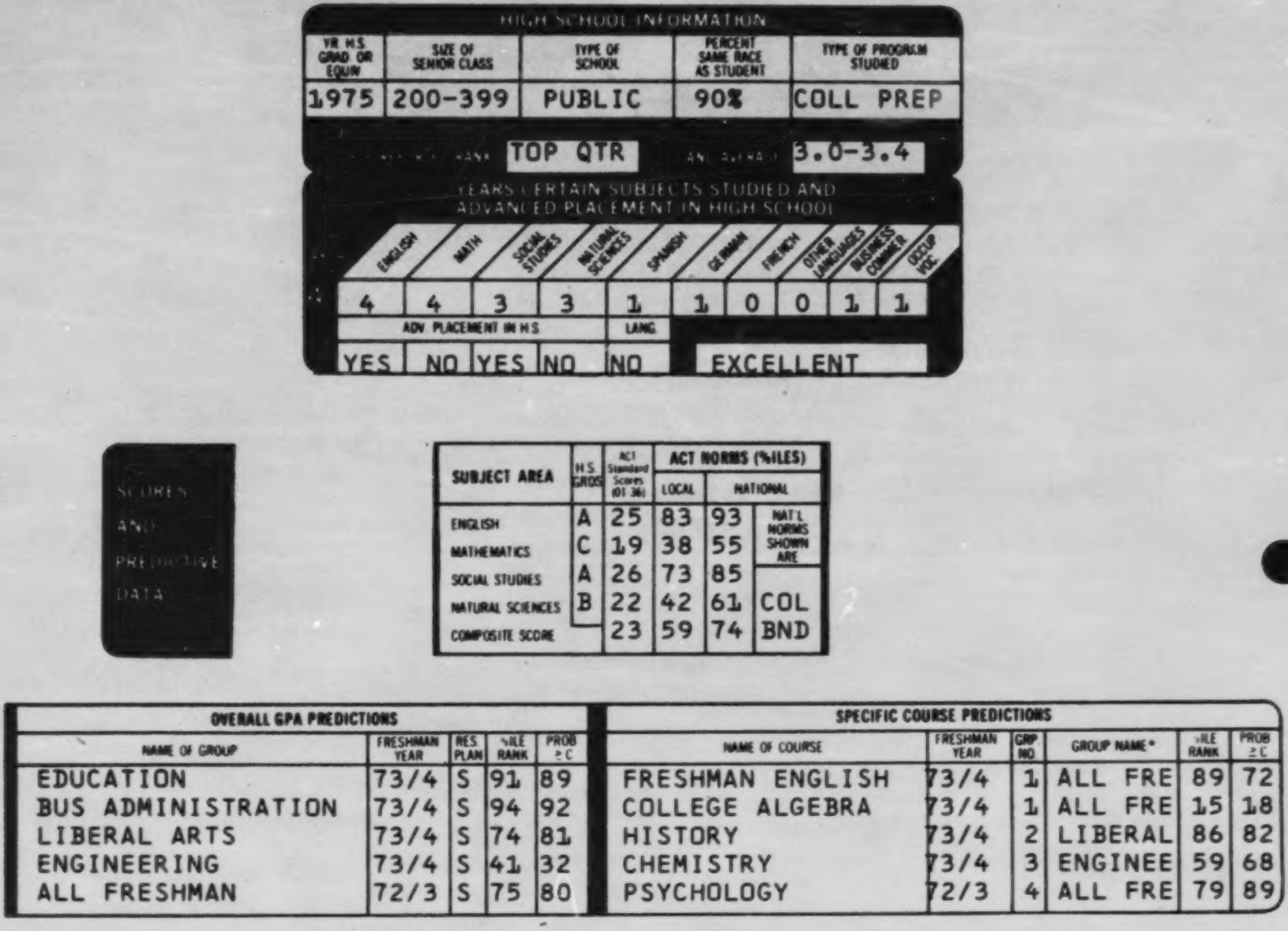
ACT Interpretation

Immediately prior to lunch students receive a group interpretation of their ACT Student Profile Report (SPR). The session is led by the student counseling staff.

Topics discussed are:

- - Your academic strengths and weaknesses
- - Your interests
- - Your choice of a major
- - Do you qualify for advanced placement or credit by examination

Your Academic Strenths and Weaknesses. Students are directed to look at the sections of the ACT Student Profile Report dealing with their high school record and at their ACT scores. The counseling session provides an explanation of ACT student scores, their high school grades, and their relationship to college success. Students are provided with realistic estimates of their chances for success in various academic areas and in specific freshman courses. During this session, the group leaders are cautioned against the overinterpretation of test scores and predictive data. Students are reminded that many students with weak academic backgrounds are nevertheless successful at Midstate. This is particularly true if the students take advantage of the extra help available in writing,



HIGH SCHOOL INFORMATION

YR H.S. GRAD OR EQUIV	SIZE OF SENIOR CLASS	TYPE OF SCHOOL	PERCENT SAME RACE AS STUDENT	TYPE OF PROGRAM STUDIED
1975	200-399	PUBLIC	90%	COLL PREP

[illegible] RANK TOP QTR

[illegible] AVERAGE 3.0-3.4

YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCES	SPANISH	GERMAN	FRENCH	OTHER LANGUAGES	BUSINESS COMMER	OCCUP VOC
4	4	3	3	1	1	0	0	1	1
ADV PLACEMENT IN H S				LANG					
YES	NO	YES	NO	NO	EXCELLENT				

SCORES AND PREDICTIVE DATA

SUBJECT AREA	H.S. GRDS	ACT Standard Scores (01 36)	ACT NORMS (%ILES)		
			LOCAL	NATIONAL	
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NATURAL SCIENCES	B	22	42	61	COL
COMPOSITE SCORE		23	59	74	BND

OVERALL GPA PREDICTIONS

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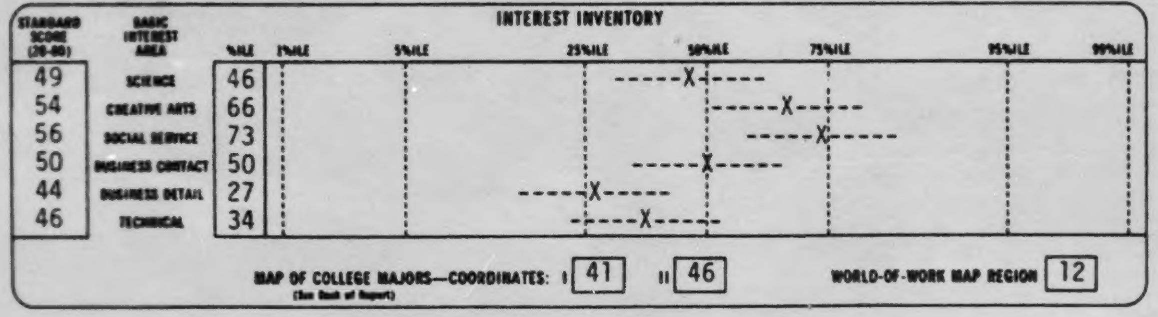
COLLEGE ALGEBRA	73/4	1	ALL FRE	15	18
HISTORY	73/4	2	LIBERAL	86	82
CHEMISTRY	73/4	3	ENGINEE	59	68
PSYCHOLOGY	72/3	4	ALL FRE	79	89

reading, mathematics, and study skills and if they are highly motivated to succeed. The goal of this section is to provide the students with realistic information about themselves and how this information relates to success at Midstate.

Your Interests. The students are provided with copies of the ACT Interest Profile and given instructions on how to plot their educational major scores and World of Work region on the back of the score report The Interest Inventory is interpreted in general terms with an opportunity for students to discuss and ask questions.



INTEREST INVENTORY

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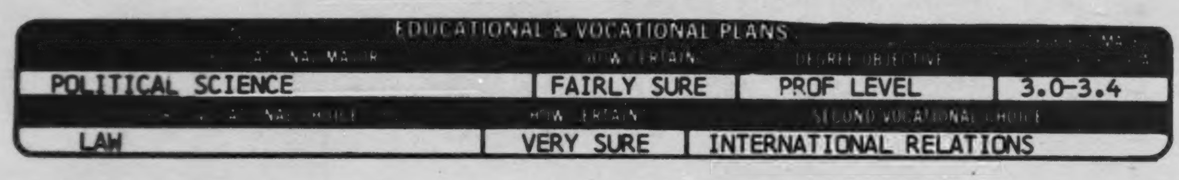
54	CREATIVE ARTS	66
56	SOCIAL SERVICE	73
50	BUSINESS CONTACT	50
44	BUSINESS DETAIL	27
46	TECHNICAL	34

MAP OF COLLEGE MAJORS—COORDINATES: I 41 II 46
(See Back of Report)

WORLD-OF-WORK MAP REGION 12

Students are also requested to rate themselves on each of the abilities and characteristics and the implications discussed.

Your Choice of a Major. Students are directed to that section on the Student Profile Report where they have indicated their educational and vocational plans. Prepared information about the student's planned educational major is distributed. These materials include course requirements and electives along with career opportunities that are available for students who successfully complete the major. If data are available on the placement of recent graduates who have majored in the area, they are also provided. During this section, the students are given food for thought by relating their high school grades and ACT percentiles in relation to the



EDUCATIONAL & VOCATIONAL PLANS

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE	[illegible]
POLITICAL SCIENCE	FAIRLY SURE	PROF LEVEL	3.0-3.4

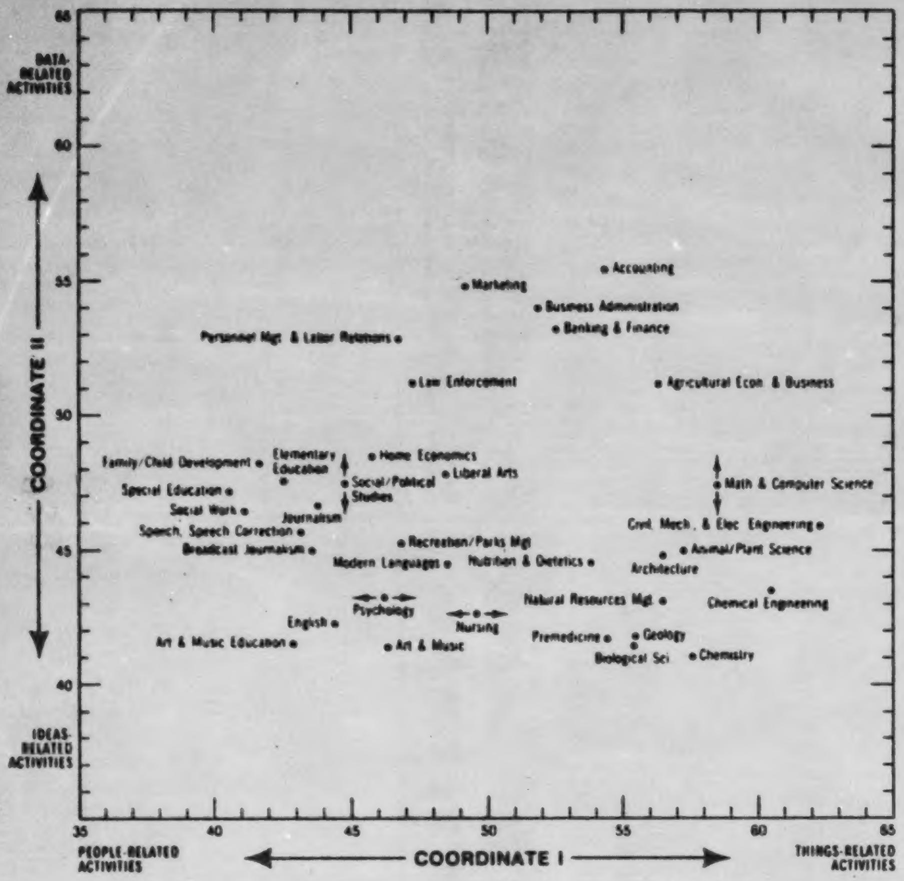
VOCATIONAL CHOICE	HOW CERTAIN	SECOND VOCATIONAL CHOICE
LAW	VERY SURE	INTERNATIONAL RELATIONS

SIDE 2

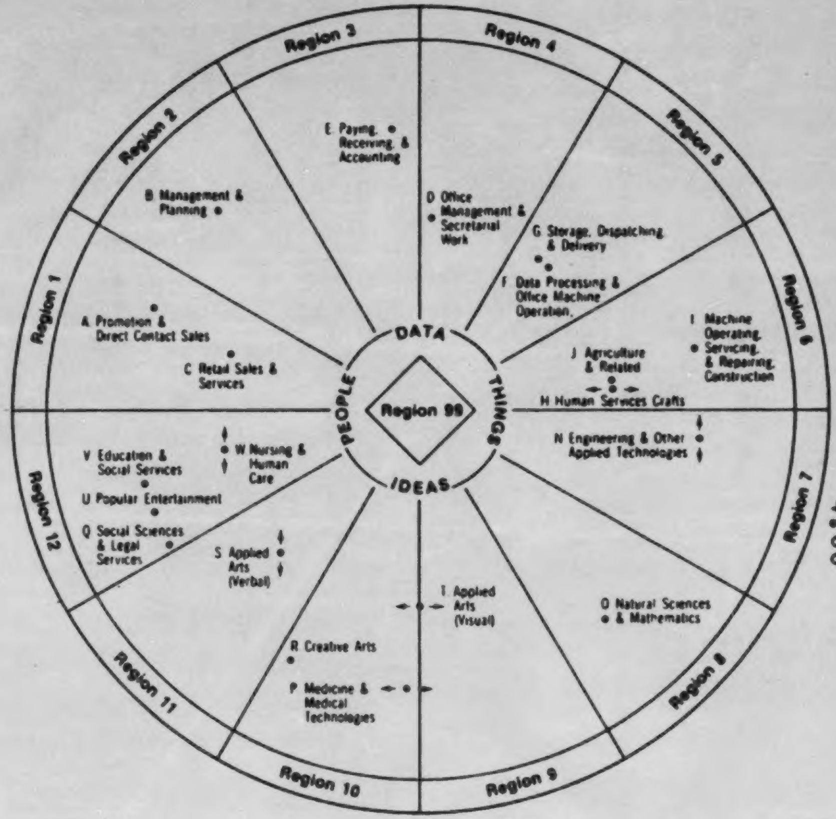
CAREER PLANNING AIDS

The Map of College Majors and the World-of-Work Map use your **interest** scores to help you identify college majors and occupations you may want to consider. The interpretive guide, *Your ACT Assessment Results*, shows you how to use these maps. As you do, be careful not to confuse **interests** with abilities.

MAP OF COLLEGE MAJORS



WORLD-OF-WORK MAP


Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Region 8
Region 9
Region 10
Region 11
Region 12
Region 99
DATA
THINGS
IDEAS
PEOPLE
A Promotion & Direct Contact Sales
B Management & Planning
C Retail Sales & Services
D Office Management & Secretarial Work
E Paying, Receiving, & Accounting
F Data Processing & Office Machine Operation
G Storage, Dispatching & Delivery
H Human Services Crafts
I Machine Operating, Servicing, & Repairing, Construction
J Agriculture & Related
N Engineering & Other Applied Technologies
O Natural Sciences & Mathematics
P Medicine & Medical Technologies
Q Social Sciences & Legal Services
R Creative Arts
S Applied Arts (Verbal)
T Applied Arts (Visual)
U Popular Entertainment
V Education & Social Services
W Nursing & Human Care

4.66

HOW TO PLOT YOUR SCORES ON THE MAP OF COLLEGE MAJORS

1. Copy your map coordinates I (_____) and II (_____) from the Interest Inventory section on the reverse side.

2. Locate your score for coordinate I on the map and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate your score on coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.

3. Make an "X" where the two lines cross. This point shows the location of your **interests** as compared to those of students in a wide variety of educational majors. The closer you are to a major or group of majors, the more similar your interests are to the interests of successful and satisfied college seniors in that major. Although your locat[illegible]n the map does not indicate which major you should **enter**, it should help you ident[illegible]ajors you may want to explore. See *Your ACT Assessment Results* for furthe[illegible] explanations.

HOW TO USE THE WORLD-OF-WORK MAP

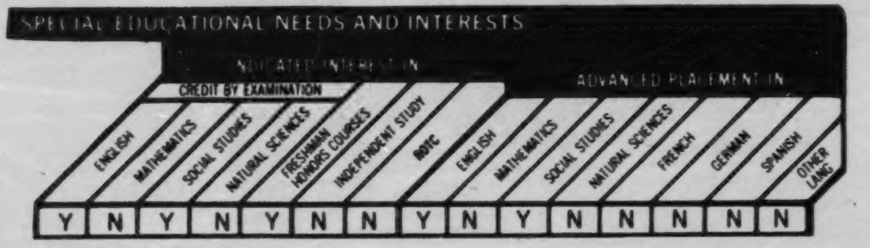
1. Copy your World-of-Work Map Region (_____) from the Interest Inventory section on the reverse side.

2. Use your region number to locate your region on the World-of-Work Map. Look at the job families in your region **and** the adjacent regions. The jobs in these families generally involve activities corresponding to your interest scores. Although your region on the map does not indicate which job you should **enter**, it should help you identify jobs you may want to **explore.**

3. Turn to the Job Family List in *Your ACT Assessment Results* for a list of jobs in each job family. This interpretive guide also suggests several ways you can find out more about these jobs.

major they have chosen. For example, if a student planning to major in engineering had a "D" in high school mathematics and scored at the 16 percentile on the ACT mathematics test, a possible problem could result. The student would be encourage to look at how realistic this educational major is in relation to his/her background and previous educational experiences.

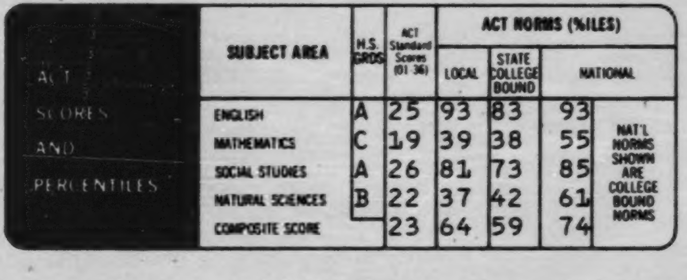
Academic Placement, Advanced Placement and Credit by Examination. Students are directed to that section of their ACT Student Profile Report where they have indicated an interest in credit by examination or advanced placement. Students may examine their interest in relation to what is available for advanced placement and credit by examination and in relation to their ACT scores and high school grades. The procedures for qualifying for advanced placement and credit by examination are explained and resource materials of a more exact nature are distributed. Some students will have already qualified for advanced placement and credit by examination on the basis of their high ACT scores. Other students will qualify to attempt special Midstate examinations for advanced placement and specific course credit.



SPECIAL EDUCATIONAL NEEDS AND INTERESTS

INDICATED INTEREST IN

CREDIT BY EXAMINATION							ADVANCED PLACEMENT IN							
ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FRESHMAN HONORS COURSES	INDEPENDENT STUDY	ROTC	ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FRENCH	GERMAN	SPANISH	OTHER LANG
Y	N	Y	N	Y	N	N	Y	N	Y	N	N	N	N	N



ACT SCORES AND PERCENTILES

SUBJECT AREA	H.S. GRDS	ACT Standard Scores (01 36)	ACT NORMS (%ILES)			
			LOCAL	STATE COLLEGE BOUND	NATIONAL	
ENGLISH	A	25	93	83	93	NAT'L NORMS SHOWN ARE COLLEGE BOUND NORMS
MATHEMATICS	C	19	39	38	55	
SOCIAL STUDIES	A	26	81	73	85	
NATURAL SCIENCES	B	22	37	42	61	
COMPOSITE SCORE		23	64	59	74	

APPENDIX A

COMPONENTS OF THE ACT ASSESSMENT PROGRAM

Student Profile Section: The chief assumption underlying the development of the ACT Assessment is that the quality of education an institution can provide depends partly on the amount of relevant information its staff has about its students. This assumption is considered especially sound when such information is available in a systematic form before a student's actual admission. If the assumption is correct, the reporting of Student Profile Section information collected on the ACT Assessment should be helpful both to students and to colleges and universities.

The Student Profile Section was introduced as a part of the ACT Assessment in 1964 to allow students to communicate important other-than-academic characteristics to postsecondary educational institutions and to provide those institutions a method of collecting information from students.

The Student Profile Section is a 192 item autobiographical inventory that collects information useful in secondary and postsecondary guidance. Moreover, an increasing number of postsecondary educational institutions are relying on these data to accomplish the admission decision. Included in the Student Profile Section are:

Section	# of Items
Admissions/Enrollment Information	10
Educational Plans, Interests, and Needs	8
Special Educational Needs, Interests and Goals	21

Section	# of Items
College Extracurricular Plans	16
Financial Aid	4
Background Information	6
Factors Influencing College Choice	12
High School Information	21
High School Extracurricular Activities	16
Out-of-Class Accomplishments	63
Student Evaluation of High School	12
Release of Student Data	3

The transmission of advance information about a student's potentials and needs should serve to facilitate educational planning and programming. Student personnel offices can use the information to plan how to meet student needs. The availability of advance information should serve to obviate many last minute crises and provide more time for the constructive planning of the guidance program and the total educational process. Further, the transmission of a comprehensive "picture" of a student to a prospective postsecondary institution can serve as a useful antidote for some of the common abuses of using only grades and test scores in making educational decisions.

The data included in the Student Profile Section are collected as a part of the registration process. The booklet Taking the ACT Assessment contains the questions included in this part of the ACT Assessment.

Student Interest Inventory: The Student Interest Inventory became an integral part of the ACT Assessment in 1973-74 in response to a need expressed by students and counselors for information related to choosing an educational major--an important step in overall career planning. The inventory is designed to describe an individual's interests along meaningful dimensions and to use this information in exploring the similarity of the individual's interests to the interests of college seniors in a variety of educational program majors. This information, used with other relevant data, assists students in making sound educational decisions. The inventory is a 90-item section designed to measure a student's interest in six areas:

1. Social Service
2. Business Contact
3. Business Detail
4. Technical
5. Science
6. Creative Arts

It takes about 15 minutes to complete.

Results from the Interest Inventory are reported in several ways. For example, students focusing on long-range occupational goals may want to use the World-of-Work Map in conjunction with the Job Chart in the Student's Booklet. Students ready to focus on their choice of educational majors can use the Map of College Majors to explore the similarity of their interest to those of "successful and satisfied" seniors majoring in various areas at the postsecondary level. Other students not immediately concerned about making career plans may wish to focus on the six interest scores themselves, without the aid of either of the maps.

High School Grades: Perhaps the most reliable research finding in education is that secondary school grades are predictive of postsecondary grades. Further, the combination of academic aptitude/achievement tests and secondary grades is usually more predictive of postsecondary grades than either used alone. This knowledge provides the rationale for the regular collection of self-reported high school grades as a part of the ACT Assessment Program.

ACT collects self-reported secondary school grades in English, mathematics, social studies and natural sciences for several reasons.

1. Most students take at least one course in each area.
2. These courses represent a broad range of academic achievement.
3. Research has shown that self-reporting of grades through the ACT Assessment Program is quite reliable and can obviate the need for direct collection of such grades from the secondary school transcript.

The ACT Tests: The fundamental idea underlying development of the four tests is that the best way to predict success in postsecondary education is to measure as directly as possible the abilities the student will have to apply in postsecondary work. This means the tasks presented in the tests must be representative of scholastic tasks. They must be intricate in structure; they must be comprehensive in scope; they must be significant in their own right, rather than narrow or artificial tasks that can be defended for inclusion only on the ground of their statistical correlation with a criterion. The validity of this kind of reasoning in test construction has been amply supported by research.

The ACT tests differ from other widely used tests of scholastic potential primarily in the degree to which this practice is followed. The tests contain a large proportion of complex problem-solving exercises and proportionately few measures of narrow skills. They also provide a broader coverage of educational skills than do most other tests of scholastic potential; the inclusion of a score for English usage is a case in point.

The ACT tests are oriented toward major areas of secondary and postsecondary school instruction programs rather than toward a factorial definition of various aspects of intelligence. Thus, the scores have a direct and obvious relation to the student's educational progress, and a meaning that can be readily grasped by both the instructional staff and the student.

WHAT ARE THE FOUR ACT TESTS LIKE?

The English Usage Test is a 75-item, 40-minute test that measures the student's understanding of the conventions of standard written English and use of the basic elements of effective expository writing: punctuation, grammar, sentence structure, diction, style, logic and organization. The test does not measure the rote recall of rules of grammar, but stresses the analysis of the kind of effective expression which will be encountered in many postsecondary curriculums. The test consists of several prose passages with certain portions underlined and numbered. For each underlined portion, four alternative responses are given. The student must decide which alternative is most appropriate in the context of the passage.

The Mathematics Usage Test is a 40-item, 50-minute examination that measures the student's mathematical reasoning ability. It emphasizes the solution of practical quantitative problems which are encountered in many postsecondary curriculums and includes a sampling of mathematical techniques covered in high school courses. The test emphasizes reasoning in a quantitative context, rather than memorization of formulas, knowledge of techniques, or computational skill. The format of the item is a question with five alternative answers, the last of which may be "none of the above."

The Social Studies Reading Test is a 52-item, 35-minute test that measures comprehension, analytical and evaluative reasoning, and problem-solving skills required in the social studies. There are two general types of items: the first type is based on reading passages, the second on general background or information obtained primarily in high school social studies courses. All items are multiple choice with four alternatives. The items based on the reading passages require not only reading comprehension skills, but the ability to draw relationships and import of ideas in the passage, to extend the thoughts of the passage to new situations, to make deductions from experimental or graphic data, and to recognize a writer's bias, style, and mode of reasoning. The discrete information items ask the students to apply what they have learned in high school social studies courses to familiar, new, and analogous problem contexts.

The Natural Sciences Test is a 52-item, 35-minute test that measures interpretation, analyzation, evaluation, critical reasoning, and problem-solving skills required in the natural sciences. There are two general types of items: the first is based on reading passages, the second on information about science. All items are multiple choice with four alternatives. The passages concern a variety of scientific topics and problems; descriptions of scientific experiments and summaries of procedures and outcomes of experiments are the most common formats. The items require the students to understand and distinguish between the purposes of experiments, to examine the logical relationships between experimental hypotheses and the generalizations which can be drawn from the experiments, to predict the effect of ideas in the passage on new situations, and to judge the practical value of the elements in a passage and propose alternate ways to conduct the experiment. The discrete information items ask the students to apply what they have learned in high school science courses to familiar, new, and analogous problem contexts. They require the understanding of only significant facts and minimal algebraic and arithmetic computations.

STANDARD SCORE SCALE

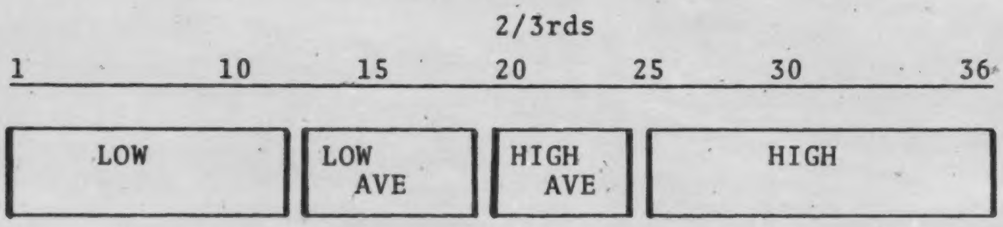
On each of the four tests in the ACT Assessment, the number of correct responses is the raw score. The raw scores are converted to standard scores on a scale with a range from 1 (low) to 36 (high). The minimum standard score for all four tests is 1; the maximum standard scores differ: English Usage, 33; Mathematics Usage, 36; Social Studies Reading, 34; Natural Sciences Reading, 35.

The Composite score is the average of the combined standard scores on the four tests. The minimum is 1, the maximum 35. The median composite score for college-bound high school students is approximately 19. About two-thirds of all such students have composite scores between 13 and 24.

Since no test is a perfect measuring instrument, a test score should be considered only an approximation of the student's "true" score. The ACT scale was designed to make it as easy as possible for counselors to interpret test results with proper regard for the errors of measurement inherent in the scores. The standard error of measurement on each of the ACT tests is approximately 2; on the composite it is about 1.

This means an ACT English score of 18 should be thought of as in a range of 16 to 20, and a composite of 19 would be in a range of 18 to 20. Chances are good (about 2 out of 3) that a student's true score will be included in this range.

ACT STANDARD SCORE SCALE



Range....................	1-36
Standard Deviation......	5.8
Standard Error..........	2
Median Score of College-Bound Seniors..	18

Standard scores can be converted to percentile ranks to facilitate comparisons of a student's performance on the tests with the performances of others in a given group. A percentile rank tells what percent of the students in a given group scored lower than the student in question.

One normative group especially relevant to the ACT-tested students is described in Table 1, Percentile Ranks for College-Bound High School Students.

TABLE 1

Percentile Ranks for College-bound High School Students*

Standard Score	Test 1 English	Test 2 Mathematics	Test 3 Social Studies	Test 4 Natural Sciences	Tests 1-4 Composite	Standard Score
36		99.9				36
35		99.7		99.9		35
34		99.4	99.9	99.6		34
33	99.9	98.9	99.8	98.7	99.9	33
32	99.8	98	99.5	97	99.8	32
31	99.7	98	98.8	94	99.4	31
30	99.4	96	98	91	98.7	30
29	99.0	95	96	87	98	29
28	98	92	94	84	96	28
27	97	88	91	80	93	27
26	96	84	87	76	90	26
25	94	79	83	72	86	25
24	91	75	78	68	81	24
23	87	72	73	63	77	23
22	81	70	68	59	72	22
21	73	67	64	54	66	21
20	66	64	60	49	61	20
19	59	60	57	44	56	19
18	51	56	54	39	50	18
17	44	52	51	34	45	17
16	38	47	48	28	39	16
15	32	41	45	22	33	15
14	28	36	41	17	28	14
13	23	32	37	12	23	13
12	19	28	33	09	18	12
11	15	24	28	06	13	11
10	11	21	23	04	09	10
9	08	17	18	03	06	9
8	05	14	13	02	04	8
7	03	11	09	01	02	7
6	02	08	06		01	6
5	01	06	04			5
4		04	02			4
3		03	01			3
2		02				2
1		01				1
Mean	17.3	17.1	16.9	20.5	18.1	
Standard Deviation	5.4	7.8	7.5	6.6	6.0	

*Based on 2,605,381 college-bound students who took the ACT Assessment (1974-77).

Additional normative information is provided in ACT's College Student Profiles: Norms for the ACT Assessment. Norms are provided for the ACT test scores by institutional type and control (e.g., public community colleges, private universities, Catholic four-year liberal arts colleges, Protestant denominational four-year liberal arts colleges, etc.); by region and college type (e.g., Midwestern universities); by curricular major chosen (e.g., secondary education, business administration). In addition, norms are presented for age groups, estimated family-income levels, and for selected racial/ethnic groups.

Since the tests are designed to measure as directly as possible the degree to which each student has developed the general skills and abilities needed for success in college work, "content validity" is of particular significance. For this reason, the reader who evaluates an old form of the tests should consider each item as much as possible from the point of view of the student taking the test. From this perspective, one should try to determine the intellectual processes needed to respond correctly to each item. Then one can determine the degree to which the skills and understandings required of the examinee are similar to those required of the student in reading and study situations in college. There is no adequate statistical substitute for comprehending the "content validity" of the ACT tests.

Whether or not the tests should be classified as measures of achievement, aptitude, or developed ability is an academic question. In terms of construction, the tests might best be regarded as simply measures of educational development.

4.78

CONTENT OF THE TESTS IN THE ACT ASSESSMENT

June 1977

THE AMERICAN COLLEGE TESTING PROGRAM, P.O. Box 168, Iowa City, Iowa 52240

INTRODUCTION

The ACT Assessment contains four tests that measure academic abilities in the areas of English, mathematics, social studies, and natural science. The fundamental idea underlying the development of these four tests is that the best way to predict success in postsecondary education settings is to measure as directly as possible the abilities students will need in these settings. Thus, the tasks presented in the tests must be representative of scholastic skills. These tasks must be intricate in structure, comprehensive in scope, and educationally significant, rather than narrow, artificial tasks that are included in the tests only on the basis of their statistical correlation with a criterion. Consequently, the ACT tests contain a large proportion of analytical, problem-solving exercises and few measures of narrow skills.

The ACT tests are oriented toward major areas of secondary and postsecondary instructional programs rather than toward a factorial definition of various aspects of intelligence. Thus, the scores have a direct and obvious relation to the students' educational progress and a meaning that can be readily grasped by both the instructional staff and the students.

Whether the tests should be classified as measures of achievement, aptitude, or developed ability is mainly an academic question. In terms of construction, the tests might best be regarded simply as measures of academic development which rely partly on the students' reasoning abilities and partly on their knowledge of the subject matter fields but which emphasize their abilities to use both.

ACT ENGLISH USAGE TEST

Description of the test. The English Usage Test is a 75-item, 40-minute test that measures the student's understanding of the conventions of standard written English and the use of the basic elements of effective expository writing: punctuation, grammar, sentence structure, diction, style, logic, and organization. The test does not measure the rote recall of rules of grammar, but stresses the analysis of the kind of effective expression which will be encountered in many postsecondary curricula. The test consists of several prose passages with certain portions underlined and numbered. For each underlined portion, four alternative responses are given. The student must decide which alternative is most appropriate in the context of the passage.

Content of the test. Five elements of effective expository writing are included in the English Usage Test. These elements and the approximate proportion of the test devoted to each are given below.

Element of Standard Written English	**Proportion of Test**	**Number of Items**
a. Punctuation	.17	13
b. Grammar	.18	13
c. Sentence Structure	.25	19
d. Diction and Style	.23	17
e. Logic and Organization	.17	13
Total	1.00	75

a. *Punctuation.* The items in this category test such punctuation and graphic conventions as use and placement of commas, colons, semicolons, dashes, hyphens, parentheses, apostrophes, and quotation, question, and exclamation marks.

b. *Grammar.* The items in this category test agreement between subject and verb and between pronouns and their antecedents, adjectives and adverbs, and conjunctions.

c. *Sentence Structure.* The items in this category test relationships between/among clauses, placement of modifiers, parallelisms, and shifts in construction.

d. *Diction and Style.* The items in this category test precision in word choice, appropriateness in figurative language, and economy in writing.

e. *Logic and Organization.* The items in this category test the logical organization of ideas, paragraphing, transitions, unity, and coherence.

ACT MATHEMATICS USAGE TEST

Description of the test. The Mathematics Usage Test is a 40-item, 50-minute test that measures the student's mathematical reasoning ability. It emphasizes the solution of practical quantitative problems which are encountered in many postsecondary curricula and includes a sampling of mathematical techniques covered in high school courses. The test emphasizes quantitative reasoning, rather than memorization of formulas, knowledge of techniques, or computational skill. Each item in the test poses a question with five alternative answers, the last of which may be "none of the above."

Content of the test. In general, the mathematical skills required for the test involve proficiencies emphasized in high school plane geometry and first- and second-year algebra. Six types of content are included in the test. These categories and the approximate proportion of the test devoted to each are given below.

Mathematics Content Area	**Proportion of Test**	**Number of Items**
a. Arithmetic and Algebraic Operations	.10	4
b. Arithmetic and Algebraic Reasoning	.35	14
c. Geometry	.20	8
d. Intermediate Algebra	.20	8
e. Number and Numeration Concepts	.10	4
f. Advanced Topics	.05	2
Total	1.00	40

a. *Arithmetic and Algebraic Operations.* The items in this category explicitly describe operations to be performed by the student. The operations include manipulating and simplifying expressions containing arithmetic or algebraic fractions, performing basic operations in polynomials, solving linear equations in one unknown, and performing operations on signed numbers.

b. *Arithmetic and Algebraic Reasoning.* These word problems present practical situations in which algebraic and/or arithmetic reasoning is required. The problems require the student to interpret the question and either to solve the problem or to find an approach to its solution.

c. *Geometry.* The items in this category cover such topics as mensuration of lines and plane surfaces, properties of polygons, relationships involving circles, loci, and the Pythagorean theorem. Both formal and applied problems are included.

d. *Intermediate Algebra.* The items in this category cover such topics as dependence and variation of quantities related by specific formulas, arithmetic and geometric series, simultaneous equations, inequalities, exponents, radicals, graphs of equations, and quadratic equations.

e. *Number and Numeration Concepts.* The items in this category cover such topics as rational and irrational numbers, set properties and operations, scientific notation, prime and composite numbers, numeration systems with bases other than 10, and absolute value.

f. *Advanced Topics.* The items in this category cover such topics as trigonometric functions, permutations and combinations, probability, statistics, and logic. Only simple applications of the skills implied by these topics are tested.

ACT SOCIAL STUDIES READING TEST

Description of the test. The Social Studies Reading Test is a 52-item, 35-minute test that measures the comprehension, analytical and evaluative reasoning, and problem-solving skills required in the social studies. There are two types of items: the first is based on reading passages, the second on general background or information obtained primarily in high school social studies courses. All items are multiple choice with four alternatives. The items based on the reading passages require not only reading comprehension skills, but the ability to draw inferences and conclusions, to examine the interrelationships and import of ideas in a passage, to extend the thoughts of a passage to new situations, to make deductions from experimental or graphic data, and to recognize a writer's bias, style, and mode of reasoning. The discrete information items ask the students to apply what they have learned in high school social studies courses to familiar, new, and analogous problems.

Content of the test. The test is based on the content taught in basic high school social studies courses. The items require inferential reasoning and the application of general information rather than the rote recall of specific facts. The five content areas and the approximate proportion of the test devoted to each are given below.

Social Studies Area	**Reading Passage Items**		**Information Items**		**Total**	
	Proportion of Test	*Number of Items*	*Proportion of Test*	*Number of Items*	*Proportion of Test*	*Number of Items*
a. History	.18	10	.09	5	.27	14
b. Government	.18	9	.09	5	.27	14
c. Economics	.17	9	.05	2	.22	12
d. Sociology/ Anthropology	.17	9	.04	2	.24	12
e. Psychology			.03	1		
Total	.70	37	.30	15	1.00	52

a. *History*. The items in this category cover historical events in the following periods: (1) Ancient, 3000 B.C. to A.D. 476, (2) Medieval, 476 to 1500, and (3) Modern, 1500 to present.

b. *Government*. The items in this category cover various aspects of United States government. The items cover such topics as American documents; local, state, and federal governments; and political parties.

c. *Economics*. The items in this category cover such basic economic topics as labor and trade, consumption, savings and investments, and economic theories.

d. *Sociology and Anthropology*. The items in this category cover such topics as societies and their environments, crime, social roles, group behavior, individual attitudes, societal conflict, the origin of man, the development of societies, world kinship structures, races, and the organization of social systems.

e. *Psychology*. The items in this category cover such topics as growth and development, personality, and behavior theories.

ACT NATURAL SCIENCES READING TEST

Description of the test. The Natural Sciences Reading Test is a 52-item, 35-minute test that measures the interpretation, analysis, evaluation, critical reasoning, and problem-solving skills required in the natural sciences. There are two types of items: the first is based on reading passages, the second on information about science. All items are multiple choice with four alternatives. The passages concern a variety of scientific topics and problems. Descriptions of scientific experiments and discussions of current scientific theories are the most common formats. The items require the students to understand and distinguish among the purposes of experiments, to examine the logical relationships between experimental hypotheses and the generalizations which can be drawn from experiments, to predict the effects of ideas in a passage on new situations, to propose alternate ways to conduct experiments, and to judge the practical value of the ideas and theories presented in a passage. The discrete information items ask the students to apply what they have learned in high school science courses to familiar, new, and analogous problems. They require the understanding only of significant facts and minimal algebraic and arithmetic computations.

Content of the test. The test is based on content taught in basic high school natural science courses. The items require inferential reasoning and the application of general information rather than the rote recall of specific facts. The four content areas and the approximate proportion of the test devoted to each are given below.

Natural Science Area	**Reading Passage Items**		**Information Items**		**Total**	
	Proportion of Test	*Number of Items*	*Proportion of Test*	*Number of Items*	*Proportion of Test*	*Number of Items*
a. Biology	.18	10	.11	5	.29	15
b. Chemistry	.18	9	.07	4	.25	13
c. Physics	.17	9	.07	4	.24	12
d. Physical Sciences	.17	9	.05	2	.22	12
Total	.70	37	.30	15	1.00	52

a. *Biology.* The items in this category cover such topics as the structure and function of the cell, botany, zoology, ecology, evolution, health and nutrition, genetics, and laboratory procedures.

b. *Chemistry.* The items in this category cover such topics as atomic theory inorganic chemistry, organic chemistry, and laboratory procedures.

c. *Physics.* The items in this category cover such topics as mechanics, energy, thermodynamics, electromagnetism, fluids, solids, light, waves, and laboratory procedures.

d. *Physical Sciences.* The items in this category cover such topics as earth science, meteorology, astronomy, and laboratory procedures.

ADVISING SKILLS, TECHNIQUES & RESOURCES

> *"Many ideas grow better when transplanted into another mind than in the one where they sprung up."*
>
> *- Oliver Wendell Holmes*

THE ACADEMIC ADVISING PROCESS

THIRTY REMINDERS FOR EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listner.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, advisor's handbook, etc.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Don't refer too hastily; on the other hand, don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on advisees' strengths and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward educational goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.

22. Encourage advisees to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of other faculty or staff to advisees.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage advisees to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize advisees' questions: are they seeking action, information, or involvement and understanding.
30. Be yourself and allow advisees to be themselves.

SKILLS, KNOWLEDGE, AND ATTITUDES REQUIRED FOR GOOD ACADEMIC ADVISING

Terry O'Banion

"An Academic Advising Model" AAJC Journal, March, 1972

Exploration of Life Goals

1. Knowledge of student characteristics and development.
2. Understanding of decision-making process.
3. Knowledge of psychology and sociology.
4. Skills in counseling techniques.
5. Appreciation of individual differences.
6. Belief in worth and dignity of all men.
7. Belief that all have potential.

Exploration of Vocational Goals (all under above plus the following)

1. Knowledge of vocational fields.
2. Skill in interpretation of tests.
3. Understanding of changing nature of work in society.
4. Acceptance of all fields of work as worthy and dignified.

Program Choice

1. Knowledge of programs available in the college.
2. Knowledge of requirements of programs (special entrance requirements, fees, time commitments).
3. Knowledge of university requirements for transfer programs.
4. Knowledge of how others have performed in the program.
5. Knowledge of follow-up success of those who have completed the program.

Course Choice

1. Knowledge of courses available.
2. Knowledge of any special information regarding courses (prerequisites, offered only in certain times,

transferability; Does the course meet graduation requirements? What is the appropriate sequence for the university?).

3. Rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations).
4. Knowledge of honors courses or remedial courses.
5. Knowledge of instructors and their teaching styles.
6. Knowledge of student's ability through test scores, high school record.
7. Knowledge of course content.

Scheduling Courses

1. Knowledge of schedule.
2. Knowledge of the systems of scheduling and changing the schedule.
3. Knowledge of work and commuting requirements.

"CHARACTERISTICS OF A GOOD ADVISOR"

(as portrayed by staff and students at the University of Maryland College Park Campus)

AN ADMINISTRATIVE/PRACTITIONER PERSPECTIVE

Knowledge of University Requirements

Knowledge of Campus Services and Resources

Takes Enough Time to Properly Evaluate a Student's Problem

Good Listener

Interest in Students

Knowledgeable About Programs and Requirements in Own Unit

Knowledge of Employment Possibilities

Ability to Assess Student Capabilities

Knowledge About Campus Programs

Knows How to Cut Red Tape

Ability to Get Along with People

The Wisdom to Say, "I Don't Know," and the Willingness to Follow up with, "But I'll Find Out."

(Listed from most often mentioned to least often mentioned, Campus Survey, 1977)

A STUDENT PERSPECTIVE

Advisor is Available When Needed

Makes an Effort to Know Me as an Individual and to Provide Me with Personal Attention

Has Knowledge About Programs and Requirements Outside a Specific Major

Can Provide Accurate Information About Graduation Requirements

Is Capable of Being A "Caring" Person

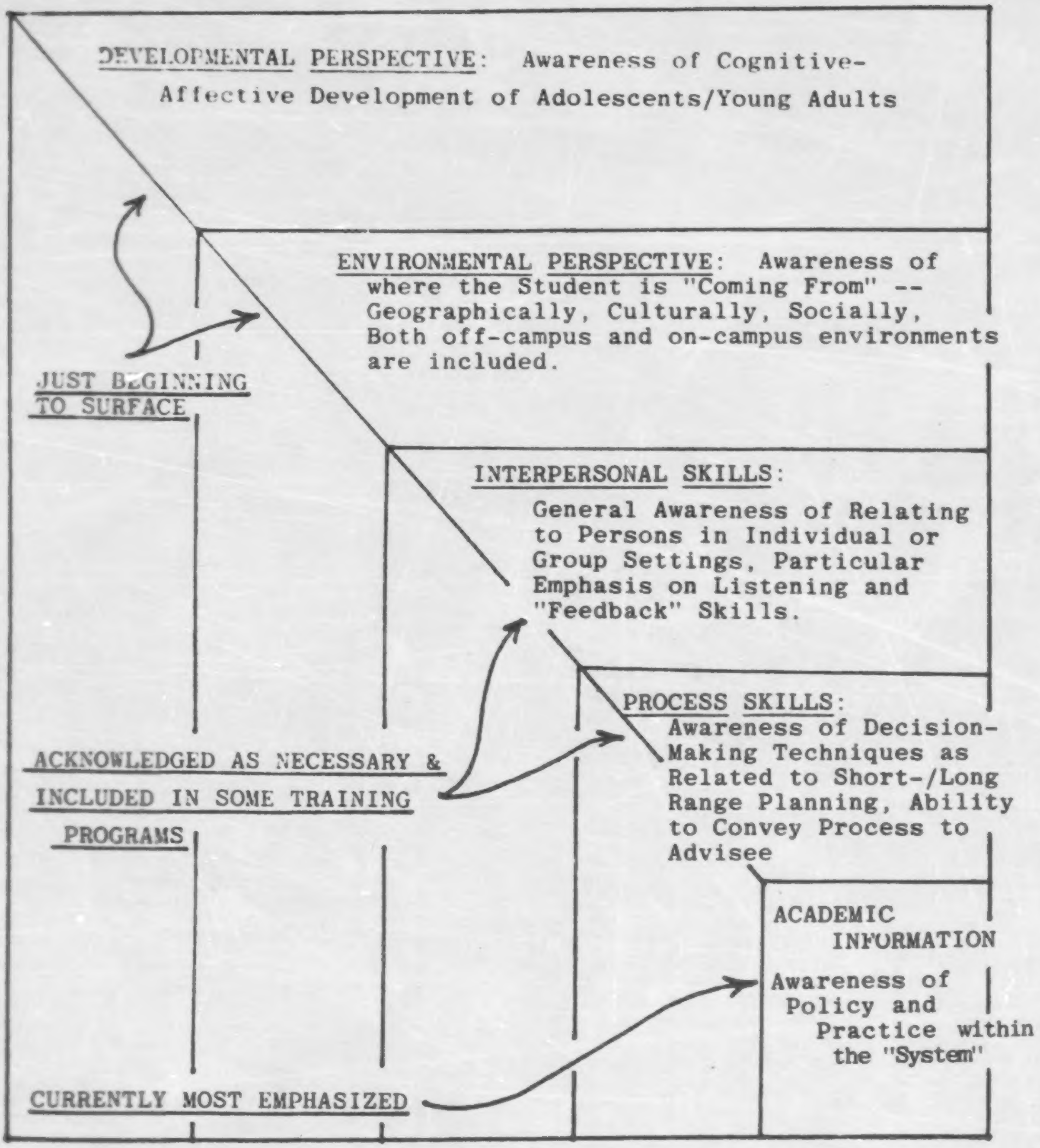
Takes Time to Listen to My Problem

Knows Where to Send Me for Additional Help or Information

Makes Me Feel that She/He Enjoys Being My Advisor

(Randomly selected from Undergraduate Questionnaire Responses, Campus Survey, 1976 and 1977)

ADVISOR CHARACTERISTICS RESULTING FROM SELECTION AND TRAINING



DEVELOPMENTAL PERSPECTIVE: Awareness of Cognitive-Affective Development of Adolescents/Young Adults

ENVIRONMENTAL PERSPECTIVE: Awareness of where the Student is "Coming From" -- Geographically, Culturally, Socially, Both off-campus and on-campus environments are included.

INTERPERSONAL SKILLS: General Awareness of Relating to Persons in Individual or Group Settings, Particular Emphasis on Listening and "Feedback" Skills.

PROCESS SKILLS: Awareness of Decision-Making Techniques as Related to Short-/Long Range Planning, Ability to Convey Process to Advisee

ACADEMIC INFORMATION Awareness of Policy and Practice within the "System"

JUST BEGINNING TO SURFACE

ACKNOWLEDGED AS NECESSARY & INCLUDED IN SOME TRAINING PROGRAMS

CURRENTLY MOST EMPHASIZED

Thomas Metz, University of
Maryland, College Park

ADVISOR RESPONSIBILITIES

The following list of responsibilities academic advisors should accept was developed by three different groups of advisors in in-service workshops.

1. Be acquainted with the advisee
    - A. Develop acquaintance outside the formaility of an office, if possible, and not under "troubled" or stressful circumstances.
    - B. Know the academic abilities and background -- high school courses, grades, and rank; ACT or other ability percentile scores; transfer courses and grades; academic work at K-State.
    - C. Know objectives, interests, and motivations of advisee, and how firm and secure these are.
    - D. Have some acquaintance with non-academic background-- home influences, need for money, hobbies, friends, campus residence, etc.
    - E. Develop rapport with the student -- be sure he knows the advisor as a professional man and as an interested person, and others of the faculty.

2. Know University rules, procedures, policies, etc. which affect academic programs and activity.

3. Have some familiarity with courses taken by advisees, the teachers of these courses, and how the courses are appraised by students who have completed them.

4. Motivate, cause motivation, and capitalize in academic planning on those things which will enhance motivation.
    A. Lack of motivation is recognized as the most common "bottleneck" to good academic performance.
    B. No clear course to achieve maximum motivation is charted. Items suggested included 1) explaining rewards of strong academic program and good grades, 2) keeping capable students challenged, 3) being sure the student gets a "good taste of success." 4) matching some courses early in the program to student's academic strengths, interests and background.

5. Exercise real judgment in guiding the student -- judgment that is based on advisor's knowledge of the above items and his experience working with advisees.

6. Be "available" (be sure secretary is aware of your schedule and the times advisees can get in touch).

- Kansas State University

LIMITATIONS ON ADVISING RESPONSIBILITIES

Advisors should be aware of the following limitations on their advising responsibilities.

1. An advisor cannot make decisions for an advisee, but he can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor cannot increase the native ability of his advisee, but he can encourage the maximum use of that ability.
3. An advisor cannot reduce the academic or employment load of a floundering student, but he can make recommendations to the appropriate office for such adjustments if it appears desirable.
4. An advisor should not in any way criticize a fellow faculty member to a student, but he can make a friendly approach to any instructor who is involved in the student's problem.
5. An advisor cannot be a good counselor and betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisor and instructor or the deans. This exchange should be conducted in a professional and discreet manner.
6. An advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office.

- Millikin University

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ADMINISTRATIVE RESPONSIBILITY FOR ACADEMIC ADVISING

The folloiwng list of responsibilities should be accepted by department heads, deans, and other administrative officers to bring about effective academic advising. This list was developed by three groups of advisors in in-service workshop series.

1. Choose advisors who want to be effective.
2. Provide time and "work load credit" for the advising responsibility.
3. Provide information to advisors.
    A. On individual students -- academic background and ability, current Manhattan address and phone, current assignment, hometown, parent's name, student's picture.
    B. University rules, procedures, policies, dates, Handbook for Students, etc.
4. Provide needed secretarial help, phone, private offices. (Perhaps locate a responsible secretary near the advisors, within a department).
5. Help develop philosophies of advising and provide guidance and assistance in dealing with "problem cases."
6. Permit and provide flexibility in assigning advisees. Consider interests and possible acquaintance in assigning; permit transfer of student to different advisor within department.
7. Commend and reward good advising.
8. See that students understand the role of the advisor.
9. Bring in good students.

- Kansas State University

ADVISING FROM THE FACULTY PERSPECTIVE

Arthur W. Rudnick, Jr., Ph.D.
Associate Professor of Animal Sciences, College of Agriculture
University of Kentucky

Advising of undergraduate students should be a major function of the University Faculty. Its importance has been stressed by the dean in a number of notices from his office. With the advent of a new school year, the Undergraduate Council wishes to outline some of the objectives of the advising program and to offer a few suggestions on how to reach these objectives.

Each faculty member will have his own idea of the role of an advisor for undergraduate students; however, in general this role should fit the following criteria:

1. An advisor should help the student to obtain maximum benefit from his total experience by aiding him in understanding the opportunities offered by the entire university community.
2. An advisor should help a student determine his occupational goals based on his aptitudes and interests and should help outline a course of study that will enable the student achieve these goals.
3. An advisor should listen with sympathetic understanding to the student's academic problems and other problems so related and advise him accordingly.
4. An advisor should make it possible for the student to develop a personal acquaintanceship with faculty members that can develop into a life long association with the University.

"Many students become discouraged after sitting in a hall for two hours, only to see the office door locked in their face so that the advisor can go to lunch."

- Sophomore, Business & Economics

It may seem that some of these objectives tend to combine the advising role of the faculty and counseling role of the professional counseling staff. This is true, and at times it is difficult to distinguish the two. To give guidelines to the faculty the following suggestions are presented:

1. The advisor should familiarize himself thoroughly with the academic requirements of his department, college and the University. He may not agree with them, but he is being unfair to the student if he does not guide the undergraduate to meet these requirements. Furthermore, the advisor should keep adequate records of the student's progress to avoid neglect or requirements or unnecessary duplication.
2. The program developed for the student should be a joint effort of the advisor and student. The advisor should serve as a guide and not a dictator. He should bear in mind that it is the student's education and any program will depend on the student's needs, desires and motivations.
3. In the same area, the advisor should learn the various steps that can be taken to modify or alter programs in exceptional cases to give the student a more meaningful education, i.e.; petitions, bypass tests, advanced standing, etc.
4. Expecially in times of recession, students are concerned with their future professional opportunities. The advisor should be able to answer questions concerning future

employment in his field and he should learn who can supply sound answers in other cases. A glib promise of "unlimited opportunities in my field" will not inspire confidence, especially when the student reads in the press about oversupply in that area.

5. An advisor should be willing to work with a student in solving his academic problems. Frequently these are associated with other problems of the student. These should be considered and the student, when necessary, should be referred to experts in these problem areas. For example, financial problems can be referred to the Student Financial Aid Office. Highly personal problems belong in the hands of the Counseling and Testing Center. Sometimes it is difficult to assess whether or not outside aid is necessary. However, the advisor should remember it is better to err on the side of caution rather than to try to solve all problems.
6. One of the biggest complaints of students concerning advising is lack of availability of his advisor. Faculty members serving as undergraduate advisors should make maximum time available to their advisees. Generous office hours, appointment sheets, departmental secretaries or some other means of making time available to the students should be employed. Furthermore, the method used should be explained to the student at the first meeting and then honored. The faculty member should be prepared to make exceptions to any system used to meet individual student needs.

"A good advisor should set aside a specific number of hours per week, solely for his advisees."

- Junior, Business & Economics

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7. The good advisor should be a good listener and have a good memory (or make notes). Often all the help a student needs is someone to listen to him and to offer concerned advice. The advisor should have a good memory to remember his feelings and concerns in years gone by. His main forte is the knowledge of life he has gained with experience because some of his students may be more academically brilliant than he.
8. When students are in trouble, they may need reprimanding and this is part of the advisor's role. But, at the same time the advisor should be willing to serve as the student's advocate and the student should know it. The advisor should acquaint himself with the student code and all avenues open to the student in appealing his problem. This may include everything from knowing a professor in a department to procedures for carrying an appeal to the University Appeals Board.

In other words, the academic advisor should be more than just a signature at preregistration time. He should hope to be a friend, a guide, an older confidant, and an advocate.

> *"A new student on the University of Kentucky encounters a number of academic questions and personal problems. To keep a new student from feeling insignificant and alienated by the university, these questions need to be answered."*
>
> \- Sophomore, Arts & Sciences

ADVISING STEREOTYPES

"Faculty Advising In Colleges and Universities"
American College Personnel Association, Student Personnel Series
Melvene Hardee No. 9, 1970

1. The automat stereotype. This is the common "slip a coin in and get a schedule out" process wherein the student and adviser interact solely in a mechanical process of working out a program suitable for a given period of registration. Medsker, in his survey of 73 junior colleges (and the criticism could as well apply to four-year institutions), notes that in many colleges, the view prevails that when a student has been assisted in arranging a program of classes that has met his needs, the major task of advising has been fulfilled.

Students deserve much more assistance in the forms of analysis of their achievement, assistance in occupational exploration, referral to remedial and developmental services, effecting suitable work-study and recreation patterns, referral to health services, financial assistance, part-time work, and discussion of appropriate graduate and professional programs with eventual placement.

2. The thousand-mile checkup. This stereotype is one that conceives of the adviser as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and little more! Havemann and West describe the stereotypic action as follows:

> ...the university provided me with a freshman adviser to whom I was to go when my first month's grades were turned in, and regurarly thereafter once a month. My particular adviser was an ascetic-looking assistant

> professor in English, very scholarly and by no means interested in callow freshmen. He had a half-dozen other freshmen besides me to adivse, and his technique was to get rid of us as quickly as possible. Every month he gave me my grades and said, "That's fine; you're doing very well." I said, "Thank you," and walked out. In later years when I became interested in the institution of freshman advisers, I questioned numerous students on the campus and found not one who had received more advice from his than I had from mine.

3. The patch-after-crash stereotype. In this role, the faculty adviser is galvanized into action at moments of crisis. The student fails miserably, is entrapped in a violation of academic or social regulations, is about to drop or be dropped, with the result that the faculty adviser races to the scene--office of the academic or personnel dean--with sirens blowing. Too little and too late is usually the appraisal of this well-intentioned but ill-planned maneuver.

4. The malevolent benevolency. One more stereotype surely deserves to be mentioned. It is that which pictures the faculty adviser as a mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night--protecting, preventing, paternalizing. Probably, at some time or another, the adviser wonders if he is not prolonging infancy. These times should be rare--in the early weeks, for instance, when for the freshman, the break from home and home town may seem cataclysmic. It must be patently understood that any program of faculty advising that stultifies human growth and development cannot be justified.

There are assuredly other stereotypes, but the ones noted above serve to illustrate some myths and confusions about the adviser role. All these certainly miss the point of real importance: the consideration of the learner in the climate of his learning. Institutional typologies may differ whether they be large, small, or medium-size two-year institutions, public or private; small liberal arts institutions, denominationally affiliated; four-year institutions, of varing size with local or state support; multiversities, private or state supported, with prominent graduate divisions; technical institutes and professional schools; colleges for men, for women; or upper division institutions deriving their bases from two-year "feeder" institutions. Nevertheless, all these have their identifiable cultures and climates.

THE IMPORTANCE OF HAVING ADVISEES IN CLASS

A teacher needs to become acquainted with each student he advises and establish a friendly accepting relationship if he is to be an effective advisor. Such a relationship is much more likely to be established if the student and the advisor are in a class together.

Summary of replies from 456 Ricks Graduates of 1971 concerning "effectiveness of advisement" and comparison of those enrolled with those not enrolled in class with advisor:

ENROLLED IN CLASS WITH ADVISOR	YES (N=290)	NO (N=166)
Advisement excellent or very effective	68%	11%
Advisement fairly effective	29%	53%
Advisement poor or not effective	3%	36%

Faculty members and students are almost unanimous in stating that the student should be in at least one class with his advisor; especially during the student's first semester. It is therefore requested that every beginning student be registered in a class with his advisor. It is also strongly recommended that every returning student be in a class with his advisor. We know this will take some managing and perhaps shifting of advisors in many cases. However, it will provide opportunity for the essential contact between advisor and advisee.

-Ricks College

ADVISING FUNCTIONS: MATERIALS, PROCEDURES, CAUTIONS & EVALUATION

Everett E. Hadley
Executive Director of Admissions
Drake University

PRE-REGISTRATION

1. Materials
   - A. Schedule of class offerings
   - B. Latest college catalog
   - C. Appointment calendar
   - D. Sample four year program for each major in your area
2. Procedure
   - A. Contact each advisee with two possible appointment dates
   - B. Match completed and concurrent courses for each advisee with degree requirements
   - C. Schedule each advisee to half hour appointments
   - D. Evaluate stress points in the schedule in terms of the strenths or weakness of each advisee
3. Cautions
   - A. Be alert to sequencing needs, particularly in courses outside of your area
   - B. Are there too many difficult courses in this program?
   - C. Can this advisee deal with the various faculty types on this schedule?
4. Evaluation
   - A. Is advisee on target in terms of expected date for graduation?

  - B. Will this advisee require continued support from you?
  - C. Is there any problem in the present schedule which might require adjustments in the proposed schedule?

REGISTRATION

1. Materials
   - A. Schedule of class offerings
   - B. Latest college catalog
   - C. Advisee folders for those not pre-registered
   - D. List of course selections closed
2. Procedure
   - A. Know the entire registration procedure
   - B. Familiarize yourself with the locations of other registration stations
   - C. Be prepared to the advisees of other department members who are not present
   - D. Follow registration procedures carefully
3. Cautions
   - A. Since more advising errors occur at this time, don't be afraid to refer to the catalog
   - B. Don't be rushed
   - C. Make tracks...keep records of your actions
4. Evaluation
   - A. Will a large number of drop/adds be required to correct my mistakes?
   - B. Will the system be inefficient next time?
   - C. Did you service more students in pre-registration or during regular registration?

DROP/ADD

1. Materials
   - A. Class offerings schedule

- B. List of sections closed
- C. Academic calendar

2. Procedures
    - A. Has the last day to drop/add passed?
    - B. How does the proposed course change affect the four year plan?
    - C. Are the required sign-offs from the instructors concerned in order?
    - D. If your advisee is receiving financial aid, will this change drop student below full time status?
3. Cautions
    - A. If this is an add, is the student bright enough to catch up?
    - B. If this is a drop, can the student make up the lost hours in the next term?
    - C. Does this procedure require special fees?
    - D. Does the presence of many such slips in the student folder suggest planning problems?
4. Evaluation
    - A. Should this drop/add have been anticipated?
    - B. Are you satisfied with the explanation for the need for this change?
    - C. Were the long term goals of the student enhanced by this procedure?

WITHDRAWAL FROM SCHOOL

1. Materials
    - A. Academic calendar
    - B. Exit interview check list
2. Procudure
    - A. Inform the student that this procedure will take at least 20 minutes

- B. Try to get below the surface reasons for this withdrawal
- C. Find out why the student came here in the first place
- D. Is the student eligble for any refunds?
- E. Does the student have a plan for the future?
- F. Is a return to school a part of his/her future?
- G. Was the institution a factor in the decision to leave?

3. Cautions
    - A. Take time to listen to the student
    - B. Does he/she have a hidden agenda?
    - C. Make sure that the student leaves with the feeling that someone in the institution was concerned about him/her.
4. Evaluation
    - A. Did you get information or hostility?
    - B. Did you learn something about your institution?
    - C. Does this exit interview lead you to ask other people on the campus questions?
    - D. Could one exit out of ten have been prevented?

CHANGE OF MAJOR

1. Materials
    - A. Catalog
    - B. Faculty directory
2. Prodedures
    - A. Is the new major available at your institution?
    - B. Has the student given thought to enough different alternatives before choosing this course?
    - C. Will the student lose credits by this decision?

   - D. Can you refer the student to another faculty member who is more knowledgeable in this field than you are?
   - E. Will major program re-structuring be required?
   - F. Will more than one dean be involved in the change?

3. Cautions
   - A. Don't guess or make definitive statements about the new major if you are uninformed about the requirements
   - B. Try to make the student feel comfortable about this decision even though she/he may be moving from your department
   - C. Avoid negative criticism. Don't assume that the move is a capricious one
4. Evaluation
   - A. Did the student get good service from you?
   - B. Does the change represent maturity in the planning of this advisee?

LOW GRADE NOTICE

1. Materials
   - A. List of tutors
   - B. Directory of special help services
2. Procedure
   - A. Have student arrange a prompt appointment with you
   - B. Use the inquiry routine for your analysis
   - C. Has the student approached the instructor for assistance?
   - D. Should this course be dropped?
   - E. Is this course a requirement in this major?
   - F. Does this student have a history of marginal performance?

3. Cautions
    - A. Is the help that is available free from stigma?
    - B. Can this student confront failure?
    - C. Have you evaluated external factors? (Personality of the instructor? Course load? Content?)
4. Evaluation
    - A. Did your advice lead to success?
    - B. Should this difficulty have been anticipated?
    - C. Was corrective action initiated quickly enough?

CREDIT BY EXAMINATION

1. Materials
    - A. CLEP Booklet
    - B. ACT-PEP Booklet
    - C. Catalog
2. Procedure
    - A. Check catalog for the following:
        - 1. Is credit by examination premitted in this student's major?
        - 2. What time/hours parameters are specified?
        - 3. What will this procedure cost the student
    - B. Is proposed testing in conflict with any current courses being taken by your advisee?
    - C. Are there internal restrictions for certain majors? (e.g., Pre-med)
    - D. Can testing be accomplished before next registration?
    - F. Do some departments require local testing?
3. Cautions
    - A. Is the procedure too expensive for this student?
    - B. Will this advisee become too upset if he/she does not score high enough to receive credit?

   C. Check with registrar to be sure that no recent faculty regulations invalidate catalog statements.

4. Evaluation
   A. Are incoming students made aware of these testing possibilities?
   B. What percentage of your students succeed in various credit by examination categories?
   C. Is the current credit by examination policy out of date?

VOCATIONAL PLANNING

1. Materials
   A. ACT/SAT profile
   B. Recent report from your college career placement and planning office
   C. Recent copy of Occupational Outlook Handbook
   D. Analysis of placement history of recent graduates in this advisee's major
2. Procedure
   A. Use ACT profile to plot vocational information with advisee
   B. Discuss obvious vocational choices resulting from current major
   C. Suggest closely related vocational choices
   D. Show advisee who to use the Occupational Outlook Handbook to get estimates of future opportunities in a given field
   E. Refer to other sources of information
3. Cautions
   A. Is your own information dated?
   B. Do you find it degrading to suggest practical uses for academic majors?

   C. Can you identify people in this major who are underemployed? Does this suggest a future problem?

4. Evaluation
   A. Did you provide advisee with any new information?
   B. Do his/her questions reflect understanding?
   C. Did he/she exploit other avenues for help on campus?

GRADUATE SCHOOL

1. Materials
   A. Standard graduate school guide
   B. A graduate guide from your own professional organization
   C. Graduate catalogs from your own and nearby schools
2. Procedure
   A. Discuss program options with student
   B. Outline a typical program from one of your graduate catalogs
   C. Discuss possible graduate school options with your advisee, trying to match his performance and interests with graduate schools to which he/she is admissable
   D. Secure a test schedule which lists such common tests as the MAT, GRE, LSAT, or ATGB
   E. Develop a time line which allows for the accumulation of test scores, recommendations and application
   F. Explain the importance of the instructor recommendation in graduate school admission
3. Cautions
   A. Try to avoid the trap of having every graduate candidate follow your own footsteps
   B. While graduate education requirements may not change too rapidly, try to keep your own information reasonably up to date

C. Don't build up false hopes for the marginal student. Graduate schools may limit the size of various programs

4. Evaluation
    - A. How many of the students you have guided toward graduate school achieve admission?
    - B. Does your department have a good graduate school placement record?

FOREIGN STUDENTS

1. Materials
    - A. Documents checklist
    - B. Roster of foreign students at the institution
    - C. Telephone number of the foreign student advisor
2. Procedure
    - A. Supplementing the work of the foreign student advisor requires some knowledge of technical requirements on the part of the academic advisor
    - B. Review academic requirements for this advisee major. Be sure that he/she understands them.
    - C. Monitor the progress of these advisees with some compulsion since language difficulties pose an additional barrier.
    - D. Suggest contacts with other foreign students from the foreign student roster.
    - E. Secure information about vacation period activities from the foreign student advisor.
4. Cautions
    - A. Don't guess about questions relating to leaves of absence or other matters which would best be handled by the Foreign Student Advisor.

ADVISOR NEWSLETTERS

The following advisor newsletters from Utah Technical College, Salt Lake City, Utah are good examples of communicating with advisors in an interesting and effective manner.

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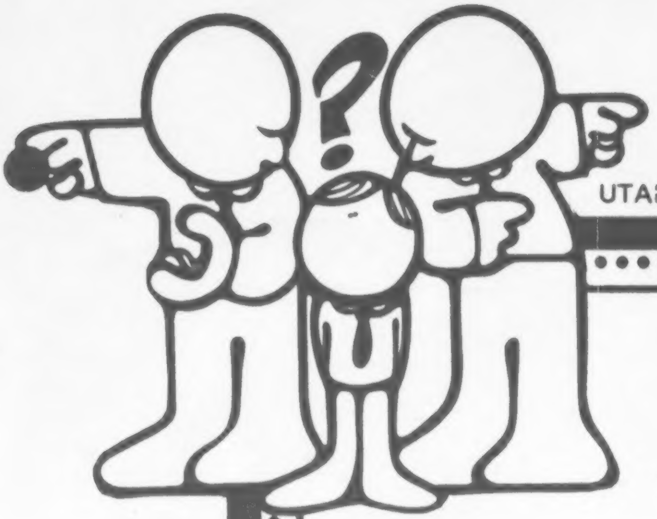


UTAH TECHNICAL COLLEGE AT SALT LAKE

January, 1977

To "B" or not to "B"

Two very successful men were discussing their accomplishments, according to a recent article in the Deseret News: "You have accomplished a lot more than I have," Harvey said. Being modest, I denied ever having accomplished much. "Harvey, you've done as much as I have or more. You're just trying to make me feel good." "No I'm not," Harvey said. "You got a better education than I did, and all on account of Ziegler's Law." "Well, what's Ziegler's Law?" I asked. "And what has it to do with our education?" "All right, I'll tell you," Harvey said. "Ziegler's Law is that education depends on how close you are to the teacher in a classroom. Since my name began with "Z", I always sat in the back row, while you, with a name beginning with "A", sat in the front row. I could look out the window or whisper or pass notes around, but you had to sit up straight and pay attention. No wonder you learned more than I did."

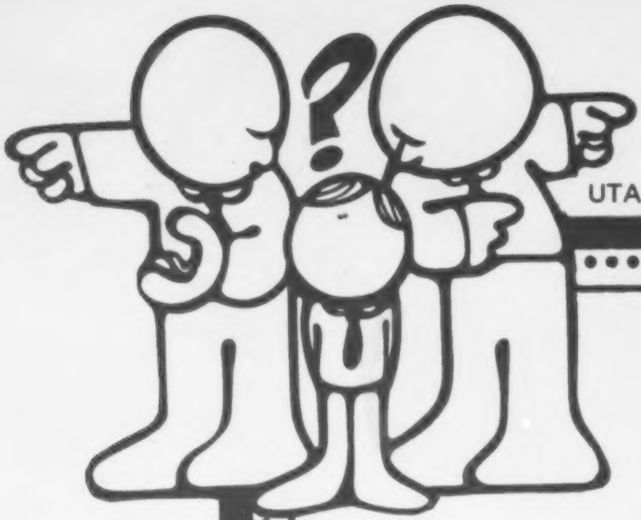
The essential part of Ziegler's Law, that "education depends on how close you are to the teacher in a classroom," has a broader application than to the alphabetical seating that Harvey felt had been a handicap to him. To function effectively and enjoy mental and emotional health, human beings must have experiences in relationship with others that help them feel worthwhile, secure and adequate. Academic Advising brings student and teacher together in meaningful, helping relationships. Without such relationships, students feel frustrated, upset, and often depressed.

Does your Academic Advising alphabetize or break-away from its formality and rigidity.

FAN

FACULTY ADVISOR NEWSLETTER

5.30



UTAH TECHNICAL COLLEGE AT SALT LAKE

April 12, 1976

WHY FACULTY ADVISORS?????????

On Monday morning, March 29, 1976 in the Salt Lake Tribune, one of our students wrote a letter to the editor defending our college. Part of his defense centered around the interest teachers had for him. "At Utah Tech", he writes, "the teachers are interested in teaching their students - to be productive, skilled and employable."

Students respect and need advisors who are interested in them. Other students have commented: "Students respect advisors who take a personal interest in them, keep appointments with them, offer them up-to-date information on college regulations and course offerings and who plan their academic programs in accordance with the students' objectives." And, "If a student feels he is getting accurate information, the process is extremely more than useful."

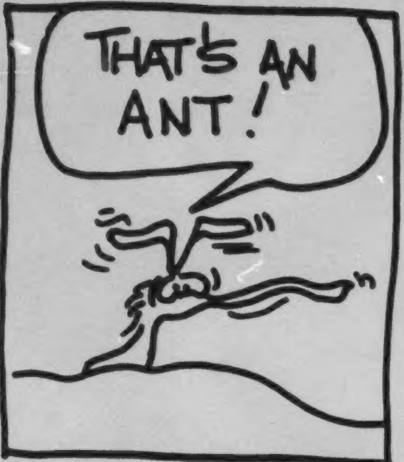
With Spring quarter getting underway, we would encourage you to meet with the students assigned to you, help them to understand or plan their course program, encourage awareness of vocational opportunities and let them know of your willingness to assist them.

If we in the Dean of Students office can provide special help, please contact us.

FAN
FACULTY ADVISOR NEWSLETTER

FAN

FACULTY ADVISOR NEWSLETTER



THAT'S AN ANT!

A "STAYING" ENVIRONMENT...OR A "DROP-OUT PRONE" ENVIRONMENT??

"B.C.", in a recent Sunday comic section portrayed a desperate, hungry and discouraged ant eater saying, "I'm withering slowly..." "...haven't seen an ant in weeks" "Whoops!...what's this?..." (as an ant crossed his path.) ✲Sigh✲...just a hymenopterous formicidae..." The ant exits stage right and more frustration set in for the ant eater as he exclaims, "That's an ant!" The series closes with the epitah, "You get too much education...you starve to death."

Too many students are starving through the educational process. A recent Carnegie Commission report indicates that "Six out of every ten students enrolling in a post-high school institution will fail to get the ultimate degree to which they aspire." The report further states that the first six weeks on campus seem to be the most critical in determining whether a student is going to stay or leave.

Students rate Utah Technical College at Salt Lake on the following factors:

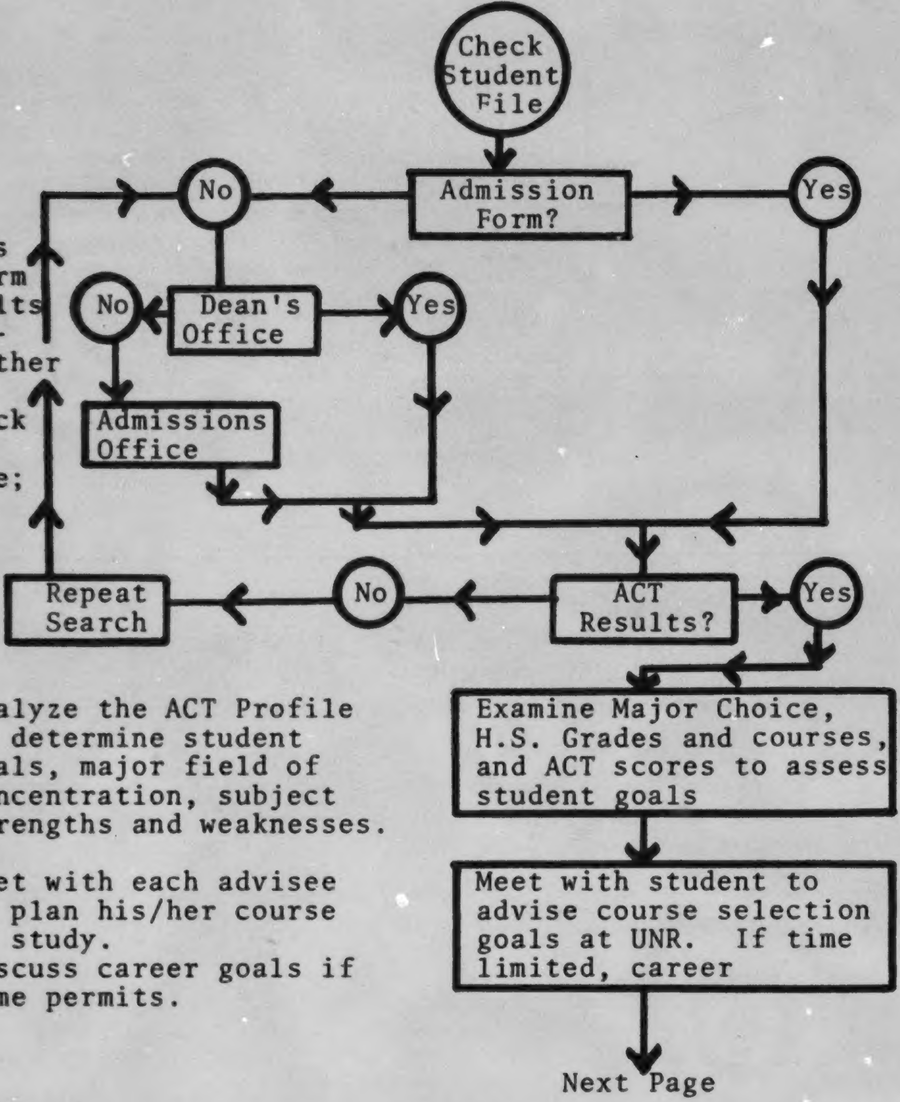
1. *Quality of instruction.*
2. *Availability of faculty for consultation.*
3. *Freedom felt to contact faculty for consultation.*
4. *Faculty involvement outside the classroom.*

Your role as Faculty Advisor is an important one. We need to maintain a "staying environment" and you are the key to that endeavor.

Students expect and need help working through their educational and vocational decisions. Students with questions and doubts about their future are "drop-out prone". Consequently, academic advising is among the most important teaching done by you.

Students stay in school and complete their ultimate objective when they see relevance in learning; when they receive answers to the question, "How do I want to live my life?" You are retention agents. You are the main influence in creating a "staying environment".

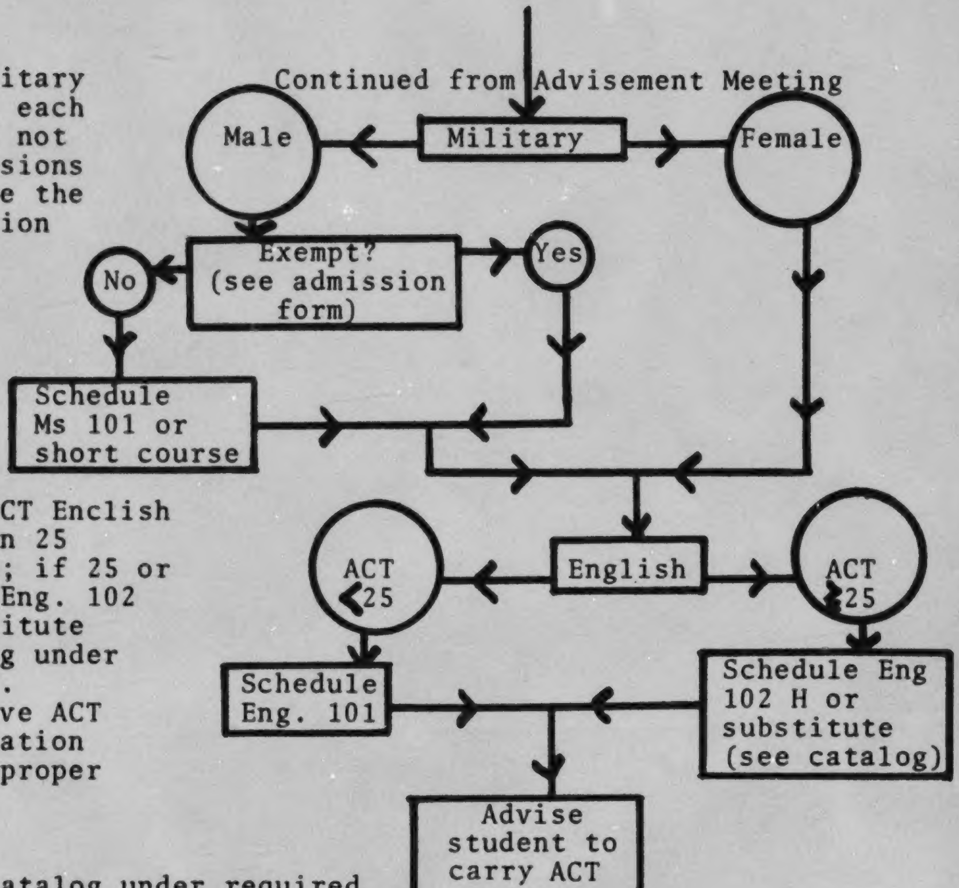
NEW FRESHMAN ADVISEMENT FLOWCHARTS AT THE UNIVERSITY OF NEVADA, RENO


Check Student File
Admission Form?
No
Yes
Dean's Office
No
Yes
Admissions Office
ACT Results?
No
Yes
Repeat Search
Examine Major Choice, H.S. Grades and courses, and ACT scores to assess student goals
Meet with student to advise course selection goals at UNR. If time limited, career
Next Page

If student file contains admission form and ACT results start advisement. If either or both are missing, check 1st in the Dean's Office; 2nd with the Admissions Office

Analyze the ACT Profile to determine student goals, major field of concentration, subject strengths and weaknesses.

Meet with each advisee to plan his/her course of study.
Discuss career goals if time permits.


Continued from Advisement Meeting
Male
Military
Female
Exempt? (see admission form)
No
Yes
Schedule Ms 101 or short course
ACT <25
English
ACT ≥25
Schedule Eng. 101
Schedule Eng 102 H or substitute (see catalog)
Advise student to carry ACT scores to registration
Advise student of constitution requirement. No foreign students 1st yr.
Advise student of college requirements. Schedule when needed.
Advise student of major field requirements. Schedule when needed
Complete Advisement Form (Ave. load 16 cr.) and sign

Determine the military science status of each male advisee. If not exempt (see Admissions Form) he must take the Military orientation course or MS 101 (see Orientation brochure).

If the students ACT Enclish score is less than 25 schedule Eng. 101; if 25 or greater schedule Eng. 102 Honors or a substitute (see Univ. catalog under required courses). Student should have ACT scores at registration for placement in proper English class.

Check the Univ. catalog under required courses for those History and Political Science courses which will satisfy both the U.S. and Nev. Constitution requirements. Schedule one of these for each student, if possible. Do Not schedule any constitution courses for Foreign Students the first year.

Schedule appropriate College requirements whenever necessary

Schedule appropriate major field of concentration requirements whenever necessary.

Complete the student's schedule, including 1 or 2 alternative courses, fill-out and sign the Advisement form. (avg. load is 16 credits). Student must sign all. Must transfer schedule to No. 2 card from his/her pink copy, and print Advisor's name on the No. 2 card

BE SURE student reads class schedule for appropriate reg. time.

ADVISING FROM THE STUDENT PERSPECTIVE

Howell Hopson
Senior, College of Arts & Sciences
University of Kentucky

The student's view of advising at UK is usually expressed in very negative terms. If one asks a student to evaluate the quality of advising at the University of Kentucky, the answer is usually short: "It's really bad." My purpose is to describe briefly, from a student's point of view, what advising should be. Consider the following situation:

* * * *

(First semester freshman, slightly nervous, enters the office of advisor)

FRESHMAN:

"I've come to talk about my major, and I want to plan my college program."

ADVISOR:

"Yes--Well, you're okay so far if you took those basic courses you were told to register for during the summer. Here's the sheet that tells you what you're required to take to graduate in this department (searches hurriedly through a pile of papers). It's good to know that you aren't having trouble with your classes or anything. (Stands up, hands student a wrinkled mimeographed sheet). I'll be happy to sign your cards for you when you get your schedule made out; be sure to let me know if there is anything else that I can do for you."

(Exit freshman)

* * * *

Some would argue that the advisor described above did a good job. He placed responsibility for the student's schedule squarely on the student. This is a desirable approach, because one of the things a student should learn while in college is to accept responsibility for his or her own personal welfare. Secondly, the advisor was able to give the student accurate information about degree requirements. With these two objectives satisfied, many faculty members would regard the advising process as complete.

However, the good advisor takes actions which go beyond these minimal responsibilities. The good advisor develops a personal relationship with the student. Although he lets the student plan his or her own program, the advisor realizes that many students do not know how to raise the questions, or find the answers that are crucial to the difficult process of planning a personal academic program. For example, a student who majors in history because "I always liked history, and I made all 'A's' in my high school courses," may have gone through a sound decision-making process, or he or she may have found an easy way to avoid a difficult question. The advisor must get to know the student well enough to force the student to face basic questions about his or her future. In order to do this, the faculty member may often need to raise some of these questions for the student.

* * * *

ADVISOR:
"Why did you decide to get into____________?"

STUDENT: "My brother majored in the same thing, and he seemed to like it."

ADVISOR: "What would you like to do with the knowledge you obtain while studying this discipline during the next four years?"

* * * *

In addition to providing accurate information about the academic requirements of the university, the good advisor knows his way around the university "red tape," and attempts to share his knowledge with the student. For example, the average student may not be aware of the opportunities provided by such programs as CLEP, advanced placement, topical majors, etc. Students may be especially unaware of the fact that rules can be waived. After advisors have made sure that students are aware of all of their options, the advisors should also be willing to "go to bat" for the students to insure that the options are available in any given instance, thus helping the student get through the confusion of requirements, prerequisites, etc.

* * * * * *

STUDENT:

"Even the survey class in this department is so boring."

ADVISOR:

"I see from my records that you have already studied much of this material in high school, and your ACT scores indicate a thorough understanding of this subject. Why don't you try to get credit for the course through special examination?"

* * * * * *

Finally, the advisor should be a personal friend of the student, whenever this is possible. The university is a big place. Many students have no personal contact with either staff or faculty. The student may tend to view the university as a bureaucratic wasteland of stone and glass rather than a collection of human beings. The student may retain this view of societal institutions long after he leaves U.K. The student's primary chance to change this view may be through contact with his or her advisor. Many students are unable to cope with the problems of the university, but they could if they had professional help. The advisor should be able to encourage the student to take advantage of the university job aptitude testing, study skills instruction, counseling service, etc.

* * * * * * *

STUDENT:

"I'd like to discuss my academic program, and how I'm doing in school in general."

ADVISOR:

"Why don't you come back a little later--just before preregistration would be a good time. I'll have more room in my schedule for working with advisees then."

STUDENT:

(leaving, to himself) "That self-centered worm thinks he can't spare 15 minutes, and no one else in this damn place would either. I'll never waste time trying to talk to an advisor again."

* * * * * * *

In his crucial role, the advisor can have a great impact on a student's life: whether a student develops an appropriate academic program, whether the student seriously questions his own personal mission at the university, whether the student stays in school, whether the student begins to look upon large social institutions as impersonal bureaucracies. The advisor's impact can be profound.

The only remaining question is whether or not the impact of the advisor is what is should be here at U.K. In some cases it is. In many cases it is not. It must be noted that this is often because students try to advise themselves, and don't even take the initiative to ask their advisors for help. Advisors often try to process their advisees in the most expedient manner possible, perhaps by handing the student a mimeographed sheet of required courses. This "mimeographed sheet" approach is simply inadequate.

One might argue that faculty members do not have the time to carry out the sort of advising function that I have described. However, many faculty members find the time. Even so, one might argue that these faculty members are penalized because they are forced to neglect their other, more materially rewarding duties. This may be true, but if so, the blame is still with the faculty, who established this norm and continue to enforce it.

The faculty of this university have much to offer the students in the advising process. They can make a tremendous impact on the lives of students, both while they are here, and later in life, by performing the advising function properly. The only question is whether U.K. professors care enough about other human beings to give them the help that they need.

"An informed advisor with clear, concise answers can quickly gain the respect and confidence of his students."

-Sophomore, Arts & Sciences

STUDENT EXPECTATIONS FROM THE ADVISING PROCESS

When students come to an academic advisor for help, there are three basic requests they might make:

1. The student will ask the advisor to do something for him. Examples of this would include making out and signing of schedule cards, checking graduation requirements, etc. The response is to do what the student asks.
2. The student will ask the advisor for information. Examples include learning what courses to take this semester, learning about the job market for specific majors, learning where to go to receive student aid, where to sign up for certain extracurricular activities, etc. The response is to give the student the information he requested.
3. The student will communicate verbally or nonverbally, that he needs help solving a problem or developing a plan of action. Some examples are; choosing a major or career; solving personal or social problems; working through a conflict that hinders personal development; etc. In these cases, the response would require that the academic advisor possess certain specific helping skills. These skills include being able to listen and respond in a manner that can help students explore, understand, and solve their own problems. This also means having the skills to know when to refer a student to someone else.

Dean Charles G. Morris, University of Michigan, reported on the result of a student poll in which students indicated what they wanted from the advising process. The following list reflects the student responses by various advising functions. Within each function area they are listed in descending order of importance.

INFORMATION GIVING

* Be familiar with courses and their content
* Provide information about good courses relevant to my interests
* Be a source of information
* Make me aware of opportunities such as new classes, scholarships, interdepartmental majors
* Convey necessary information
* Be familiar with the requirements and programs of various graduate schools
* Make opportunities known (e.g., tutorials, independent study)
* Explain what courses are required
* Explain about different fields within an area of concentration
* Be aware of what professions require what kinds of background
* Tell me about available services (e.g., job placement, reading)
* Help me work out registration (e.g., tell me about how to get instructor permission)
* Advise on alternative graduate studies beyond my own field
* Tell me about my field
* Suggest courses which differ in their views
* Provide teacher evaluations
* Be familiar with work positions available

SHORT-TERM COURSE SELECTION

* Suggest, but don't impose, courses; don't simply endorse my choice

- Point up alternative paths open to me by taking certain sets of courses.
- Help me work out registration (e.g., tell me about how to get instructor permission).
- Help me to select courses according to course load and the difficulty of my other elections.
- Guide me to courses which will help me to decide my areas of interest.
- Put the decision clearly in my hands.
- Plan a schedule of courses with me considering my strengths and needs.
- Caution against overload.
- Guide me to courses which will be helpful in later work
- Sign drops and adds.
- Suggest courses which differ in their views.
- Encourage me to take courses which will present new ideas to me
- Guide my course selection in terms of my characteristics and needs.
- Permit me to drop a course any time.
- Let me take whatever courses I am interested in.

DISCERNING THE PURPOSE OF THE INSTITUTION

- Tell me about my field.
- Explain the first two years as they relate to my major and to preparation for life pursuits generally.
- Encourage me to explore various avenues in the college.
- Give general overview of goals and workings of departments.
- Help me to get oriented to the school.
- Assist me in making adequate and satisfying adjustments to the College world, its responsibilities, and its opportunities.

- Help me to be more aware of myself, the college, and my interaction with the college.
- Help me to realize my responsibility for dealing with the college.
- Discuss and interpret the aims of a liberal education.

FACILITATING STUDENT DEVELOPMENT

- Be interested in me as an individual, my goals, my problems.
- Encourage the maximum use of my ability.
- Show an interest in me as a person.
- Help me to gain an understanding of my potentialities, interests, purposes, and values.
- Be aware of how I and other counselees are performing.
- Help direct me in terms of achieving my potential.
- Discuss my feelings about my concentration area
- Establish rapport.
- Help to analyze and interpret my interests and abilities in terms of present-day needs and opportunities.
- Encourage me to consider issues more deeply, to explore more fully and frankly my own position.
- Be familiar with me, get to know me .
- Respond sensitively and imaginatively to my feelings .
- Help me to develop self-awareness.
- Help me to recognize my responsibility for exploring my goals and needs.
- Assist me in making adequate and satisfying adjustments to the college world, its responsibilities, and its opportunities.
- Discuss my plans in terms of my concept of myself.
- Help me to be more aware of myself, the college, and my interaction with the college.

LONG-RANGE PROGRAM AND CAREER PLANNING

* Point up alternative paths open to me by taking certain sets of courses.
* Help me to look ahead to decide what I may need for my area of interest.
* Advise me on what is important or may become important to one planning to do further study in a field.
* Guide me to courses which will help me to decide my areas of interest.
* Guide me to courses which will be helpful in later work.
* Give me the benefit of his experience in deciding what courses will best prepare me for my future.
* Help me to guide toward concentration.
* Help me to find my own ways of satisfying goals and needs.
* Plan a schedule of courses with me considering my strengths and needs.
* Encourage me to take courses which will present new ideas to me.
* Encourage me to explore various avenues in the college.

STUDENT RESPONSIBILITY IN THE ADVISING PROCESS

James T. Lawrence
University of Alabama

This might better be titled "student lack of responsibility" or "student ignorance." In short, students do not spend their time reading and learning University rules and regulations. Yet it is stated: "It is the student's responsibility to select and register for courses which are needed for reasonable progress toward the desired degree, which will satisfy all requirements for this degree by the time the student expects to graduate and which are in conformity with University regulations." The catalog also says that, "since a thorough knowledge of academic regulations is essential, the student is expected to become familiar with the University catalog..." All this adds up to one thing--STUDENT RESPONSIBILITY.

This Guide could end right here. The University could simply hand all new students a catalog when they arrive on campus, tell them to read and follow it, and hope that, four years later, they have done what is required to graduate. Yet we know that the majority of students would never graduate. Therefore, The University of Alabama has established an advising obligation for its faculty. In the introduction to this Guide, you have already seen this role described. The Faculty Handbook goes further: "All faculty members should schedule adequate office hours to meet with and advise students on academic matters. This consultation should be made available for academic assistance and curriculum planning and, where appropriate, career planning."

There is another reason for stressing student responsibility. Not only will most students not read the catalog, but many will also be quite offended when some regulation has sneaked up on them and hindered their academic progress. They will blame you, me, the dean, the University, and the world in general. At a time like this, it is proper to remind them of their "student responsibility." For instance, you might say something like "If you can vote, die in a war, and drink beer, you should be mature enough to read and understand a simple college catalog." This usually will disarm them. As the anger subsides, offer your services: "But let's see if we can solve the problem?" You become an advisor.

WHAT DO YOU EXPECT FROM AN ADVISOR?

Some Fantasies and Facts

Fantasy:

My advisor will come looking for me, and unless someone calls to tell me otherwise, everything must be going alright.

Fact:

Most advisors, because they have other responsibilities and commitments, will depend on you to take the initiative in making an appointment or coming by, during regular office hours, for that discussion you've been wanting to have with someone. Don't wait! What you don't know is probably what will hurt you most!

Fantasy:

If someone doesn't tell me who my advisor is, then there's no way I can find one.

Fact:

Some departments and colleges and divisions will assign you to an advisor and will tell you who she/he is. But most do not! So how do you find one? Look in the Schedule of Classes. Each semester it gives the name and office location and phone number of at least one advisor for each academic major/program at College Park. Try it--you'll like it!

Fantasy:

Advisors come in only two descriptions, "lousy" and "wonderful." If I can't find a "wonderful," then why bother to look any more.

Fact:

Some advisors aren't so good; some are excellent. Most are good, conscientious advisors who are willing to share time and effort with you. Give the one you're seeing a chance to try harder--he/she probably will.

Fantasy:

Advisors should know it all!

Fact:

The policies, regulations, requirements at College Park make up a mountain of information, and a lot of that information gets changed from time to time. So the next time you ask a question (have a problem, need assistance) and your advisor has to call someone else or send you somewhere else for an answer (solution, help), don't be peeved. Give him/her credit for knowing that she/he didn't know what to say or what to do. You win!

Fantasy:

Advisors should do it all!

Fact:

The most constructive outcome of advising is the student's now being able to do his/her own scheduling, choosing, planning. When your advisor asks, "What do you think?", or "Which do you prefer?", or something similar, there's no buck being passed, it's just being placed where, for you and your decisions, it will always stop!

Concluding fact - Advisors Care!

- Thomas Metz
University of Maryland

TYPICAL STUDENT PROBLEMS

James T. Lawrence
Director of Advising, College of Arts and Science
University of Alabama

Student problems that frequently occur can be placed into two main groups--academic and non-academic. Since all of you were students once, you can handle most of the less serious problems. The important rule of thumb for advisors is to use common sense; most problems have obvious solutions, but you must be able to recognize them. Also you must deal with each student and problem individually; a general solution for a common problem will not work in every case. You must anticipate individual peculiarities in each student and situation.

ACADEMIC PROBLEMS

These are problems that obviously revolve around the classroom and study although a few common ones are listed here, there can be as many different problems as there are students.

INABILITY TO STUDY

This could be due to a weak study background, a poor study environment, a lack of system of study, no study schedule, or any number of other possibilities. Talk with the student to discover the deficiency and then make suggestions or referrals.

LACK OF DEDICATION

Many students do poorly in college because they have no clearly defined purpose for being here. They might lack a specific program, have no career goals, or see no purpose in college. The solution here is to make them aware of this absence of goals and then point them in the proper direction to find them.

OTHER INTERESTS

Some students come to the University with dates, parties, football, or other matters unrelated to education on their minds. Thus, they do poorly in class. You have two basic approaches to this situation. You might give the "get-your-priorities-in-order" speech, or you might advise the student to accept the consequences, such as bad grades, if the non-academic interests are in fact primary in the student's purpose for being in college.

GOALS SET BY OTHERS

Often you will hear this from a student making low grades: "But Daddy wants me to be a doctor." Your response should be "What do you want to be?" This student might be doing poorly because the goals are not his or hers, but imposed from home. The student should be made aware of his or her own abilities and desires. One word of warning--parents are probably footing the bill for college, so advise the student to try to work out an agreement with them on this career choice problem or the funds for the student's education may cease.

FALSE SENSE OF OWN ABILITIES

This is one of the most sensitive advising areas, as the obvious answer will lead to disappointment. Yet, many students come to college with goals that exceed their abilities. They attempt a program that is beyond them, and they disillusion themselves into thinking the goal is attainable even after proving they cannot reach it. There are two schools of thought here. One is that you as an advisor have no right to tell a student that he or she cannot reach a life goal. You simply let them continue the attempt until they discover the truth themselves. The other approach is, I think, preferable: as soon as you are positive that the student cannot attain the unreasonable goal, you should inform the student so that new and realistic goals can be set as soon as possible. This latter "face-reality" approach is harsh at first, but the student is often early enough in his or her academic career to redirect efforts, saving much time and money and avoiding the greater unhappiness that is sure to come later.

Warning--do not tell a student that he or she cannot reach the established goals if that possibility still exists, no matter how slim the odds. It would certainly be poor advice should you talk someone out of an attainable goal.

One last word--a situation such as this demands tact and delicate handling. Obviously you do not want to imply that the student is stupid and useless, because that is not the case. But you do want to talk about career alternatives and options so that the student gets the message that his or her goals are perhaps unrealistic.

SPEECH OR HEARING PROBLEMS

It is possible that some bad grades are due to the fact that the student cannot understand what is being taught. Perhaps it is a foreign student who does not handle English very well, or it could be someone who simply cannot hear. Know that there is a Foreign Students Affairs Office that can aid its students and that hearing problems can be identified and treated by the Speech and Hearing Center.

READING AND WRITING PROBLEMS

Perhaps the student is suffering because he or she cannot read or write at the college level. A good advisor will know what reading programs are available, such as the Reading Center, and the Department of English offers its Writing Lab to deal with composition problems.

TEST ANXIETIES

Some students, who seem to be studying properly, do not do well because they cannot withstand the pressure of tests. These test anxieties can be identified and solved by the counselors of the Office of Student Services and the Department of Psychology's Psychological Clinic.

As stated earlier, this is certainly not all of the academic problems that could occur. Yet this discussion is presented so that you will see two things: first, most of the solutions are found with little common sense and, second, the University of Alabama has offices that can handle almost any academic problem.

One last word here--if the problem exists in a class other than your own, always advise the student to speak to the teacher of the class. Most faculty members are more than willing to aid students, so make sure the student has spoken to the professor of the class in which the problem is occurring.

NON-ACADEMIC PROBLEMS

There is a whole realm of non-academic problems that can also hamper a student's academic progress. Some of these are minor problems, such as homesickness or boyfriend or girlfriend spats, and often need nothing more than some friendly, mature advice and a pat on the back. But the big problems--alcohol and drug abuse, financial difficulties, psychological weaknesses--are a qualitatively different matter. Unless you are specifically trained to handle these technical situations, you have no business getting involved in them. With some students there is a temptation to intervene and to try to solve the problem. But should your efforts fail, the consequences could be severe--both for the student and for you. These are matters for professionals and should be referred to professionals.

However, you can be helpful in these situations. Be able to recognize them and make immediate and accurate referrals. Know that the Psychological Clinic, the University Health Service, counselors in the Office of Student Services, the Crisis Center, and the student's own family and friends are sources that you can call on to help the student in difficult times. The best assistance you can give in these cases may well be to avoid personal entanglement and to send the student to someone who is professionally competent.

STUDENT PLANNING BULLETIN

Jim Godshalk
College of DuPage

We are phasing out our Advisor Handbook in favor of publishing a Student Planning Bulletin, which will provide more planning information directly to students.

Encouraging persons to become more self-directed and responsible for their own lives is an important part of our educational mission. We do not require advising nor do we require testing. We take seriously our responsibility of providing students with the best counseling, advising and self-use planning resources that we can. The SPB presents the student with comprehensive general planning information and urges students to seek out personal assistance for meeting their unique circumstances and needs. When students do want personal assistance the time can then be devoted to more sensitive and invididualized types of planning for decision making.

STUDENT PLANNING BULLETIN
CONTENTS

PART I: If You're Undecided

If you're undecided says it's OK to be undecided. Making decisions is life. You are urged to look at education as a process of learning to make your own decisions so that you will be more fully you. You are given some ideas for making educational plans... exploring you, your opportunities and approaches to making decisions.

PART II: If You Have Plans

If You Have Plans assumes you now have a plan or plans. You know some things you want from the college but aren't sure how to get them. You're introduced to many considerations which may affect how enjoyable, creative, quick, economical and beneficial your educational life will be. What if you're handicapped, have poor learning skills or need money? Are there other ways to learn than from a teacher in a classroom? Will a degree or certificate be important for you? Is college just preparation for life or can education be exciting living?

PART III: Acting on Your Plans

Acting on Your Plans is mostly a directory of college resources, so you know where to go to get what you want, whether it be for more information, personal assistance, specific learning opportunities, etc.

PART IV: Occupational Preparation Guides

Occupational Preparation Guides gives recommendations and course suggestions to help prepare you for entering into employment in about 40 semi-professional, technical or mid-management occupations. Important instructions for using the guides are on page ____.

PART V: Transfer Preparation Guides

Transfer Preparation Guides gives recommendations and course suggestions to help prepare you for transfer to a four year college or university in some 40 major academic areas. Important instructions for using the guides are on page_____.

PART VI: General Transfer Information

General Transfer Information is valuable for your planning if you are considering continuing your education at a four year college or university. If you've decided on attending one of the four year colleges or universities listed on page____, you will also want to see, "Transfer Information to Selected Four Year Colleges and Universities Handbook," for specific planning suggestions.

THE ADVISING FOLDER

TYPICAL CONTENTS OF ADVISING FOLDERS

1. University admission documents including the entrance analysis form, admission test scores, high school transcript, military credit forms.
2. Registration forms.
3. Transfer student evaluation forms and transcripts.
4. UN-L Grade Reports.
5. Down slips.
6. Independent study contracts.
7. College-Major-Adviser change form.
8. Honors Program.
9. Substitution and waiver forms.
10. Arts & Sciences form for proposing minors in A & S.
11. Correspondence to and from the student.
12. Advising notes (suggested courses, etc.).
13. Course validation forms.
14. Senior check.
15. Resume' of the student.
16. Other department, college or university forms of which a student receives copies.

After a student applies to the University and has been admitted, a folder is created for him/her. The initial folder contains:

1. The ACT Profile Report (see appended materials on the ACT Assessment Program).
2. The high school transcript.
3. An evaluation of the high school record (This form also includes the ACT or SAT scores and placement recommendations for mathematics and chemistry).
4. A College of Agriculture --Course Selection Form.

- University of Nebraska-Lincoln

THE ADVISING FOLDER

The following materials have been suggested by Ohio Wesleyan University and Ricks College for inclusion in the advising folder for each advisee.

1. A packet in which to keep advisee materials for each advisee
2. A data sheet for each advisee, showing:
    - a. nickname, if any
    - b. sex
    - c. home address
    - d. social security number
    - e. date of birth
    - f. legacy
    - g. I.D. number
    - h. high school attended

      or

      previous college attended, with address
    - i. whether a freshman or transfer
    - j. high school background, if known
        - 1) rank in class
        - 2) verbal SAT score
        - 3) math SAT score
        - 4) predicted grade point average
    - k. intended major, if known
    - l. date of entry to OWU
    - m. original advisor's name
    - n. achievement test scores, if known
3. A work sheet to "track" each advisee's enrollment and completion of requirements
4. A Xerox copy of high school grades
5. A Xerox copy of high school activities

6. Supplemental material sent at appropriate intervals
    a. records of any Advanced Placement tests taken
    b. mid-term grades (for new students and those on probation)
    c. final term grades
    d. copies of Registrar's letters re probation, dean's list status
    e. copies of petitions acted upon by the Subcommittee on Petitions
    f. notices of withdrawal from OWU
    g. notices of family deaths
    h. notices of student illnesses (if three days or longer)
    i. notices of student absences from campus (if three days or longer)
    j. carbon of transfer credits granted at time of admission
    k. advisee's class enrollment at the start of each term

- Ohio Wesleyan University

An individual folder should be kept for each advisee. Upon change of major or adviser, this folder is to be given to the new adviser. The following contents are suggested:

1. An evaluation of credits if advisee is a transfer student or transcript of credits if advisee has been readmitted.
2. ACT scores and information.
3. Grade reports.
4. Interview records.
5. Any midsemester academic warning reports.
6. Two-year work sheet

- Ricks College

ADVISER'S FILE

Academic advisers should have an Adviser's File for each advisee. This will likely serve as the "departmental file" for each student majoring in the department. If kept in each adviser's desk, a departmental secretary should have access to it to gather information for the department head, for filing materials, and to help another faculty member accommodate a a student on a routine matter.

The Adviser's File should contain the following material and information for each student:

1. Name, Manahattan address and phone, home address, parent's name.
2. For a transfer student, list of transfer credit and grades received.
3. American College Test Profile, including standard and percentile scores.
4. All K-State grade slips or a transcript (obtainable from Dean's Office).
5. Current assignment.
6. Mid-term Grades for Freshmen and absence reports for current semester.
7. One copy of approved Program of Study (if a sophomore or above).
8. One copy of any approved substitutions in the Program of Study.
9. Notes the adviser desires to keep resulting from visits with the student, such as a commitment regarding the Program of Study.
10. Correspondence pertaining to the student.
11. Personnel sheet, as desired and used by departments.

- Kansas State University

KEEPING RECORD OF THE ADVISING CONFERENCES

Clerical work should be held to the barest minimum in advising programs so that available time is spent in meaningful discussion between advisor and advisee. However, it is helpful if advisors keep an anecdotal records of each meeting with an advisee for reference and follow-up. The following form developed at the University of North Florida is a suggested example of the type of record keeping that will prove to be useful.

ADVISEE CONFERENCES

ADVISEE: ____

INSTRUCTIONS: For each conference with the above named student, please record the date, general subject of the conference, approximate length of the conference, and any comments. Group subjects of conferences under the headings of academic, career, personal, or other. This form should be kept in the student's folder in your office.

Date	Subject of Conference	Length of Conference	Comments

THE ADVISING INTERVIEW

THE ADVISING INTERVIEW

The heart of all advising is the interview between student and adviser. The purpose of an advising interview is to help the student.

Perhaps the most important rule to follow as an adviser is to be yourself. Special techniques or gimmicks do not insure effective advising. However, since learning and problem solving are the main goals of most advising interviews, it is helpful to recognize some of the more important inhibitors to learning.

1. We do not learn if the ideas or vocabulary used by the "teacher" are over our head. (How many students initially understand credit hours, major, minor, general education, etc.?)
2. We do not learn if we are fearful, overly excited, or concerned about some personal problem which has distracted us.
3. We do not learn if too many ideas or facts are discussed at one time.
4. We do not learn if we are not given an opportunity to participate in the learning experience. We must be "engaged" before we can move.
5. We do not learn if our ideas or feelings are received in ways which hinder our expression.

Recognition of these blocks to learning has taught us that an adviser is most likely to be successful if he can demonstrate to a student that he wants to understand and help him.

1. Interest and understanding are communicated when an adviser is not in a hurry. Teachers are busy people.

Unless a teacher can set aside a particular time for advising, he is likely to feel as if the student is using time which "belongs" to something else. Regular consultation hours set aside for advising will help both the teacher and the student. Teachers and advisers need to be in their offices during hours that are posted. An advisee needs to feel that his adviser wants him to return when help is needed.

2. Interest and understanding are communicated when we listen. Most students don't need to be talked to; they need to be heard. Hasty generalizations and misinformation are the results of not getting the whole story. Patient inquiry and quiet listening can solve many problems.
3. Interest and understanding are communicated when a student's own attitudes and ideas are recognized and respected, when his strengths are stressed and his self-respect is increased. This is furthered by helping the student to identify, analyze, and suggest solutions to his own problems.
4. Interest and understanding are communicated when recognition is given to the fact that the individual must work out the best solution to his unique situation. Suggestions and advice may give direction to his efforts, but he must accept responsibility for the decision and for doing something about it.
5. Likewise, interest and understanding are communicated when there is a frank recognition that other resources might be used. The college has many specialized resources which can be brought to bear on a problem. A well-informed adviser can increase his helpfulness by making referrals to such agencies.

7. A communication of genuine interest and understanding is facilitated and the success of advising increased when the interview results in the student making tangible decisions and plans and when his adviser FOLLOWS UP THE INTERVIEW TO EVALUATE ITS EFFECTIVENESS and follows through with any appropriate action on his part.

- Ricks College

INITIAL INTERVIEW

DURING THE INITIAL INTERVIEW THE ADVISOR:

1. Discuss with the student the activities and services available at the University. This should include a careful explanation of the services the advisor can provide.
2. Discuss with the student his life and career goals, and if needed, refers the student to other sources of help and information.
3. Helps the student reaffirm or select a major which is in keeping with the student's life and career goals, and when needed, assists the student in changing majors and/or advisors.
4. Helps the student select the courses he will need to take to fulfill graduation requirements. The student should complete the "Program of Study" form. If the student's records are not complete or he is undecided a "partial" Program of Study should be developed and another conference scheduled at a later date to complete the student's Program of Study. The completed form should be signed by the student, the advisor, and when required, the chairman of the student's major department. The department chairman can designate the advisor or another faculty member to sign the form for him. Four copies of the form are completed and are distributed as follows: one(1) copy to the student, one (1) copy to the advisor, one (1) copy to the student's major department, and one (1) copy to the Registrar's Office.

5. Helps the student select the courses for his first quarter of attendance.
6. Instructs the student on how to complete the registration forms and explains the registration process.
7. Schedules, if needed, additional conferences with the student.

- The University of North Florida

INTERVIEWING SKILLS

Interviewing skills to be learned[1]

I. Beginning skill of interviewing (Chapter 3)
  A. Attending behavior-ability to listen throughfully to the advisee
    1. Eye contact
      a) Look at the advisee to note postural movements, gestures, and facial expressions which give important indications concerning the advisee.
      b) Eye contact need not be constant, nor should it be fixed staring; it sould be natural looking at the advisee.
    2. Postural position and relaxation
      a) Be as relaxed as possible.
      b) Relaxation facilitates ability to focus on the advisee.
      c) Tenseness focuses the advisor attention on himself rather than the advisee.
    3. Verbal following
      a) Respond to the last comment or the preceding comment of the advisee without introducing new data.
      b) Avoid topic jumping or asking questions in a random pattern.
  B. Open invitation to talk-ability to ask questions or to make statements so that room is provided for advisee exploration. (Chapter 5)
    1. Open-ended questions/statements should be made that encourage the adivsee to talk and explore his thoughts.

2. Questions/statements should be designed to help the advisee clarify his own problems, rather than provide information for the advisors.
3. Closed questions are appropriate, following an extended rambling discourse, for helping the advisee focus his attention on central issues.
4. After the advisee has focused on the central issue, open invitation to talk should again be utilized.

C. "Minimal encourges to talk"-ability to help the advisee to keep talking once he has started to talk. (Pgs. 108-115)

1. "Minimal encourages" include simply an "um-humm," repetitions of one or two words from what the advisee has said, one-word questions, head nods, and a variety of body postures and gestures.
2. Using "minimal encourages" show interest in the advisee while allowing the advisee to determine the primary direction of the interview.
3. "minimal encourages" should follow directly from what the advisee has said.

II. Listening skills: selective attention- the advisee will respond and talk about areas which are responded to and reinforced; therefore, it is necessary to select the areas to which to respond. (Pgs. 115-119; 47-49)

A. Reflection and summarization of feeling-ability to manifest selective attention to the feeling or emotional aspects of the advisee's expressions.

1. Note emotional aspects of the advisee's comments and summarize them in clear form for that the advisee himself may understand them.
2. Summarize and point out the diverse and complex feelings of the advisee so that he understands and continues with his discussion of the issue.

B. Paraphrasing and the summative paraphrase-ability to feed back to the advisee the content of what he has just said, but in a restated form.
   1. Should help the advisee move further and talk more deeply about the subject at hand.
   2. Review the essential content of the interview; this provides an opportunity to clarify confusing content, tie a number of comments together, highlight issues by stating them concisely, or check the advisor's perceptions.

III. Skills of self-expression-ability to express self and ideas clearly and relevantly. (Chapter 6)
   A. Expression of feeling-ability to express feelings and attitudes.
   B. Expression of content-ability to express clearly findings and results; such as, test results.
   C. Direct, mutual communication-ability to react to the experiences you have with the advisee.

IV. Interpretation-the ability to sum up separate but related comments, add evaluation of them, and allow the advisee to rethink these ideas. (Pgs. 119-121)
   A. Take a part of the essence of what the advisee has said (both emotionally and intellectually) and summarize it, adding other data which is relevant.
   B. Attend to the advisee's verbal and non-verbal reactions to the interpretation and revise the interpretation as appropriate.
   C. The value of a single interpretation is whether or not the advisee can utilize it to cope more effectively with his problem.

The Teaching Model

This model is used for teaching each of the skills. Approximately three hours of training are scheduled for each skill. The advisors will be divided by college into three groups and assigned a supervisor who will coordinate their training.

1. The individual advisor receives instructions to enter a room where he will interview an advisee. Depending on the skill to be learned, the topic may or may not be defined. Similar instructions are given to the advisee, with the exception that he is told he is about to be interviewed.
2. A five minute session with the advisor interviewing the advisee is then videotaped.
3. The advisee leaves the room and completes an evaluation form which is related to the skill being taught and/or is interviewed by one of the supervisors. These data are then available for the supervisory session with the advisor.
4. The advisor reads a description of the specific skill to be learned in this session.
5. When the videotaping is complete, the group of advisors meet with their supervisor and discuss the skill and the session. After the discussion, they are shown video models of an expert demonstrating the specific skill. There may be presented both positive and negative models of the skill.
6. The advisors are shown the videotapes of their initial interviews and discuss this with their supervisor. They are asked to identify examples where they engaged in or failed to apply the specific skill in question.

7. The supervisor and advisors review the skill together and plan for the next interview session.
8. The advisor reinterviews the same advisee for five minutes. This session is videotaped.
9. The advisors meet with their supervisor, view the videotapes and discuss the sessions. If an advisor needs further training, additional sessions are scheduled for him.

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[1] Chapter and Page references listed refer to Chapters and Pages you should read in Benjamin, The Helping Interview.

HELPING SKILLS FOR ADVISORS

IS HELP HELPFUL?

J.R. Gibb

(Reprinted from an article in the Association Forum (Jan. 1964)

People in the service professions often see themselves as primarily engaged in the job of helping others. Helping becomes both the personal style of life and a core activity that gives meaning and purpose to the life of the professional. The youth worker, the camp director, the counselor, the consultant, the therapist, the teacher, the lawyer--each is a helper.

Helping is a central social process. The den mother, the committee chairman, the parent, the personal friend, the board member, the dance sponsor--each is a helper.

Help, however, is not always helpful. The recipient of the offered help may not see it as useful. The offering may not lead to greater satisfaction or to better performance. Even less often does the helping process meet a more rigorous criterion--the lead to continued growth on the part of the participants.

To begin with, a person may have varied motivations for offering help. He may wish to improve the performance of a sunordinate, reduce his own guilt, obtain gratitude, make someone happy, or give meaning to his own life. He may wish to demonstrate his superior skill or knowledge, induce indebtedness, control others, establish dependency, punish others, or simply meet a job description. These conscious or partially conscious motivations are so intermingled in any act of help that it is impossible for either the helper or the recipient to sort them out.

Depending on his own needs and upon the way he sees the motives of the helper, the recipient will have varied reactions. He may feel gratitude, resentment or admiration. He may feel helpless and dependent, or jealous of the helper who has the strength or resources to be in the helper role. He may feel indebted, or pressured to conform to the perceived demands or beliefs of the helper.

We have all noticed that in certain cases the recipient of the help becomes more helpless and dependent, less able to make his own decisions or initiate his own actions, less self-sufficient, more apathetic and passive, less willing to take risks, more concerned about propriety and conformity, and less creative and venturesome. We have also seen circumstances in which, following help, recipients become more creative, less dependent upon helpers, more willing to make risk decisions, more highly motivated to tackle tough problems, less concerned about conformity, and more effective at working independently or interdependently. Help may or may not lead to personal growth and organizational health.

Under certain conditions both the giver and the receiver grow and develop. In general, people tend to grow when there is reciprocal dependence - interdependence, joint determination of goals, real communication in depth, and reciprocal trust. To the degree that these conditions are absent, people fail to grow.

From the standpoint of the organization, help must meet two criteria: The job or program must be done more effectively, and the individual members must grow and develop. These two criteria tend to merge. The program and the organization are effective only as the participants grow. The same conditions that lead to organizational health lead to personal growth. The following table presents a theory of the helping relationship. Seven parallel sets of orientations are presented. One set of conditions maximize help and a parallel set of conditions minimize help.

THE HELPING RELATIONSHIP

ORIENTATIONS THAT HELP	ORIENTATIONS THAT HINDER
1. Recriprocal trust (confidence, warmth, acceptance)	1. Distrust (fear, punitiveness, defensiveness)
2. Cooperative learning (inquiry, exploration, quest)	2. Teaching (training, advice giving, indoctrinating)
3. Mutual growth (becoming, actualizing, fulfilling)	3. Evaluating (fixing, correcting, providing a remedy)
4. Reciprocal openness (spontaneity, candor, honesty)	4. Strategy (planning for, maneuvering, gamesmanship)
5. Shared problem solving (defining, producing alternatives, testing)	5. Modeling (demonstration, information, giving, guiding)
6. Autonomy (freedom, interdependence, equality)	6. Coaching (molding, steering, controlling)
7. Experimentation (play, innovation, provisional try)	7. Patterning (standard, static, fixed)

RECIPROCAL TRUST

People accept help from those they trust. When the relationship is one of acceptance and trust, offers of help are appreciated, listened to, seen as potentially helpful, and often acted upon. The receiver accepts help from one whose perceived motives are congenial to him. He tends to reject offers from people whose offering is seen as a guise for attempts to control, punish, or gain power. "Help" is most helpful when given in an atmosphere in which people have reciprocal feelings of confidence, warmth, and acceptance. When one feels that his worth as a person is valued, he is able to place himself in psychological readiness to receive aid.

DISTRUST

When people fear and distrust each other, even well-intended help is revisited, resented, or seen as unhelpful. Offers of help are sometimes given in service of motivations that are unacceptable to the receiver. That is, one offers help in order to place the other person in a dependent position, elicit expressions of gratitude, assert one's superiority, or punish him. In distrust the recipient's guard is up. He is likely to project his distrust into the helper and to resist or resent the help.

One often gives help to camouflage or assuage his desire to change another person--change his character, habits, or misconceptions. The desire to change another person is essentially hostile. At a deep level, one who genuinely accepts another person does not wish to change him. A person who is accepted is allowed to become--determine his own goals and follow them at his own pace. The person who genuinely wishes to help offers the help that the recipient wishes. Genuine help is not forced upon the receiver. Neither the parent nor the child really believes that the punishment is given "for the good of the child."

Punishment or censure may be given with a conscious desire to help, but usually is accompanied by a deep component of retaliation, or by a desire to hurt, control, or assert superiority. The giver often speaks of his act as "helpful" in order to rationalize to himself and to the receiver acts that are done for other motivations.

COOPERATIVE LEARNING

People are helpful to each other when they are engaged in a cooperative quest for learning. The learning atmosphere is one of joint inquiry and exploration. Needs for help and impulses to give help arise out of the demands of the common cooperative task. Help is thus reciprocal. The helper and helpee roles are interchangeable. Each participant has the intent to learn and feels he can learn from the partners and from the common task. The boss and the subordinate, the teacher and the student, the professional worker and the youth--all are most helpful when each member of the pair sees the relationship as a quest with potential learning for each. An effective project team is guided by the task and not by the teacher. It is motivated by the shared potential for learning.

TEACHING

When one participant in a project sets out to teach, train, advise, persuade, or indoctrinate the other members or is seen as wanting to do so, the learning of each member is reduced. People cannot be taught. People must learn. People cannot be trained. They grow and develop. The most deeply helpful relationship is one of common inquiry and quest, a relationship between co-learners and co-manangers in which each is equally dependent upon the other for significant help and in which each sees and accepts this relationship.

MUTUAL GROWTH

The most permanent and significant help occurs in a relationship in which both members are continually growing, becoming, and seeking fulfillment. Each member participates in a mutual assessment of progress, accepts this reality of growth, and participates in a way that will maximize the growth of both participants. In a fundamental sense, one can only help himself. The helper can only participate with another in an effort to create a climate in which growth can occur.

EVALUATING

Growth is often hindered when one member of the helping team sets out to appraise or remedy the defects in the other member. Help is most effective when it is seen as a force moving toward growth rather than as an effort to remove gaps, remedy defects, or bring another person up to a standard criterion. The limits of growth of any person are extremely difficult to foresee or to assess. The potential for growth is consistently underestimated by both participants in the helping relationship.

RECIPROCAL OPENNESS

One of the essential conditions for effective human learning is the opportunity for feedback or knowledge, and attitudes. In the areas where professional help is most commonly sought or given, the essential progress in learning and growth is blocked most often by the failure to obtain adequate data of people's feelings and perceptions of each other. In order to do effective work, one must know how others feel and how they see things. In the usual situations in which professional helpers find themselves, there are many pressures which camouflage or distort the relevant data: differential status, differential perceived power, and fears that one can hurt or be hurt.

STRATEGY

When some part of the helping process is closed or unavailable to all participants, people are likely to become anxious, resentful, or resistant. Neither participant in the helping process can "use the other for his own needs." The helping process is most effective when one plans with another, not for another. One is not helped when he is maneuvered into some action which he does not understand. Gamesmanship and gimmicks are antithetical to the helping process.

SHARED PROBLEM SOLVING

The productive helping relationship focuses upon the problem to be solved. Problem solving involves a joint determination of the problem, continual redefinition of the problem as successive insights are gained, joint focus upon possible alternative solutions, joint exploration of the data, and continual reality testing of the alternatives. The expertness and resources of each person are shared. The aspect of the behavior about which help is given is seen as a shared problem--not as a defect to be remedied or as something to be solved by the helper as consultant.

MODELING

A common image of the helping relationship is one where the helper offers a model for the advice to follow. The expert gives a demonstration of how the recipient may solve his problems. The problem is defined by the expert. Diagnosis is made by the expert. The expert is challenged to offer additional alternatives to the solution of the problem and perhaps even to test the solutions. The process is uni-directional. The limitations of modeling are many. Dependency is increased. The pupil seldom gets better than the model. The worker tries to conform to the image of the supervisor. Growth is limited.

AUTONOMY

The ideal relationship for helping is an interdependent one in which each person sees the other as both helper and recipient in an exchange among equals. It is essential that each participant preserve his freedom and maintain his autonomous responsibility for guiding himself toward his own learnings, growth, and problem solving. The helper must work himself out of the helping job. The supervisor, youth worker, and counselor must become decreasingly necessary to the people being helped. Psychological weaning, however painful to both helper and recipient, must continue if help is to be truly helpful.

COACHING

The coach molds, steers, or controls the behavior of the recipient, much as a tennis coach or physical education director molds the behavior of the athlete or skill-directed recipient of help. This is another unidirectional process in which he applies in a skilled way to the behavior of the recipient, who puts himself in the hands of the coach.

The recipient of helping is encouraged to maintain respectful dependency upon the coach, to not challenge his authority or expertness, to put implicit trust in his abilities and powers, and to receive from the coach motivational or inspirational guidance. Both coach and pupil suffer under this pattern. Each may gain in skill under this pattern. Each may gain in skill; neither grows as a person.

EXPERIMENTATION

Tentativeness and innovative experimentation are characteristic of the most productive helping relationship. There is a sense of play, excitement, and fun in the common exploratory quest for new solutions to continually changing problems. The helping process is viewed as a series of provisional trials. Each participant joins in the game and adds to the general excitement. Errors can be made--and are perhaps expected. Help is a search. Finding creative solutions to newly defined problems is a game--full of zest and intrinsic drives that keep the game going.

PATTERNING

Help is limited when the process is seen as an attempt on the part of one person to help another meet a prescribed standard, come up to a criterion, or reach a goal specified in advance. Helping is a creative synthesis of growth and continual search for new forms.

Help is not always helpful--but it can be. Both the helper and the recipient can grow and learn when help is given in a relationship of trust, joint inquiry, openness, and interdependence. Growth-centered helping processes lead to healthy groups and effective organizations.

HELPING AGENT SKILLS

(From materials developed and published by Effectiveness Training Associated, Inc.)

When I perceive cues that the other person is experiencing a problem, and I choose to be a helping agent, there are a variety of communication skills I can use. They are listed in order of increasing activity on my part.

SILENCE

Passive listening with accompanying non-verbal behaviors (posture, eye contact, etc.) that communicate interest and concern.

NON-COMMITTAL ACKNOWLEDGEMENT

Brief expressions that communicate understanding, acceptance, and empathy, such as:

"Oh"
"I see"
"Mm-hmm"
"How about that"
"Really"
"No fooling"
"You did, huh"
"Interesting"

DOOR OPENERS

Invitations to expand or continue the expressions of thoughts and feelings. Again, the listener is showing interest and involvement. Examples:

"Tell me about it"
"I'd like to hear your thinking"
"Would you like to talk about it"
"Let's discuss it"
"Sounds like you've got some feelings about this"
"I'd be interested in what you've got to say"

CONTENT PARAPHRASE

Putting the factual portion of the message into your own words and sending it back to check your accuracy in understanding. Examples are:

"So you really told your boss off"

"You're saying, if your plan works, the problem will be solved."

"She just keeps going on and on, huh?"

ACTIVE LISTENING

Helping the sender to understand both the thoughts and feelings of his communication. The listener does this by reflecting or mirroring what he has heard. Examples are:

"You sound upset when he uses your bike"

"You are not pleased with the way your part of the report is coming"

"You're stumped about what to do next."

NON-VERBAL OBSERVATION

A sensitive observation of an individual's behavior to understand feelings that are not being expressed verbally. Examples:

"You look sad"   "You seem anxious and upset"

"I think you're getting nervous about the late hour" (after noting clock gazing)

RESPONDING TO LEGIMATE DEPENDENCY

Providing information or actions to meet straightforward needs that are not coded or masked expressions of deeper needs. Example.

"What is today's meeting schedule?"

Ans.: "We will be starting at 8 a.m......"

HELPING SKILLS FOR ADVISORS[1]

Michael Mulligan
Regional Director
The American College Testing Program

Generally speaking, the universally accepted goal of helping is to generate more appropriate behavior. The specific goals for a given advisee will be determined by the advisor and advisee collaboratively as they interact in the helping relationship. The nature of the interaction must be controlled by the advisor. He is the expert on the conditions necessary for change to occur; therefore he must control his own behavior and create an atmosphere of security and trust that are prerequisites for the first step or goal in helping. These conditions can be taught, practiced, and used systematically. Carkhuff (1972a)[2] has outlined three goals of helping as follows:

1. Helpee Self-Exploration- The first goal of helping is to facilitate helpee self-exploration. Before a helper can be of any assistance to a helpee, he must understand the helpee's problem in depth. Likewise the helpee must know his own problem and all its ramifications if he is to be fully involved in its solution.

The untrained advisor frequently misses his first opportunity to help by being too willing to accept the advisee's first statement of his problem as the primary concern. The advisor then often gives advice on how the advisee should handle the problem. This is inappropriate advice because it is "off the top of the head" of the advisor and based on too little information. It is typically the kind of advice that the advisee has already considered and probably even tried but found to be ineffective in solving his problem.

2. Helpee Understanding - When the helpee is permitted to explore or is helped to explore his problem in depth, he is likely to understand the problem and himself better. The role of the helper is to assist the helpee in making some kind of sense out of the many pieces of his puzzle. Typically, the helpee has thought about his problem a great deal, but because he did not have the necessary skill or responses, or he could not put them together in the proper combination, he was unable to change his behavior and solve his problem.
3. Helpee Action - Often the most difficult step in problem solving is taking the necessary action to correct the identified problem. The helper and helpee must devise a plan of action or program for the helpee to follow to resolve his problem. It must be a plan that is possible to complete. That is, the helpee must be capable of taking a series of successful steps or actions that will ensure the success of the next step and ultimately the successful resolution of the problem itself. In the process of arriving at a given course of action, the helper and helpee consider alternate plans and the possible consequences of different plans before selecting one.

It is important to understand that not all academic advisors will always be able to develop a sequence of actions that will lead to a desired outcome. Often, the advisor will be just one link in the chain of life of an advisee. He may simply be the helper who assists in developing a few key responses in the advisee's total repertoire of responses that he can use in the future to help solve his problems or enrich his life.

Self exploration usually leads to a better understanding of the advisee's concerns which, in turn, makes possible a more successful course of action. The action itself provides the ultimate feedback to the advisee. Often he will need to redefine or alter his responses to arrive at the preferred behavioral outcome. He repeats the cycle as often as necessary to lead him toward his goal.

The first phase of helping is directed toward establishing a base, or building a good relationship with the advisee.

Preparing for a space shot and firing the rocket is analogous to the two basic phases of helping: facilitation and action. Before a rocket can be fired, many preparations must be made. First, a very strong base must be built under the rocket to hold it and to sustain the backward thrust when it is fired. Similarily, in helping relationships, the advisor must first use the less threatening (facilitative) dimensions to prepare and sustain the advisee for the more threatening but often necessary action or initiative dimensions. If the advisor carefully builds his base with the advisee, he will help ensure his success when he becomes conditional with the advisee at a later action period. Carkhuff (1971a) succinctly stated the importance of the facilitation phase of helping when he said, "*Even if you have just fifteen minutes to help, you must use five minutes or so responding (facilitating) to the helpee in order to find out for sure where the helpee is before starting to put the picture together (initiating) and action upon that picture.*"

To achieve success in the first goal of helping, the advisor must be able to refrain from acting on his judgements of the advisee. Virtually no one can refrain from making evaluations or judgments about others, but an advisor can refrain from acting on his judgments. This is especially important if his early evaluations or judgments are negative. For example, an advisor may initially be repulsed by an advisee for a number of reasons; nevertheless, if he can suspend acting on these feelings, he can usually discover something good or likeable about the advisee. At this point he can begin to invest in the advisee and build a base from which to work. If, after a reasonable time, the advisor is unable to develop some interest in, or positive feelings toward, the advisee, he should refer the advisee to someone more likely to be able to help or refrain from assuming the "helping" role with the person, whichever is relevant.

"Putting oneself in the shoes of another" and "seeing through the eyes of another" are ways of describing empathy. Empathy appears to be the most important dimension in the helping process (Carkhuff 1969a). If we cannot understand (emphathize with) the advisee, we cannot help him.

Another facilitative dimension is respect. We cannot help someone if we have no faith in his ability to solve his own problems. Respect develops as we learn about the uniqueness and the capabilities of an advisee. It grows as we observe his efforts in many aspects of his life.

Warmth or caring, the third facilitative dimension, is closely related to empathy and respect. We tend to love or have concern for those we know (understand) and believe in (respect). It is difficult to conceive of being able to help someone we do not care for. ("Help" here means to "make a significant investment in.") In this model, we have chosen to emphasize the communication of warmth primarily through nonverbal means.

As the advisor begins to develop a base with the advisee through emphasizing empathy, respect, and warmth, the advisee self-explores in greater and greater depth. In fact, the clue to whether or not the advisee is successful in the early phase of helping is based on the degree to which the advisor uses helper responses to make deeper and more thorough self-explorations.

With repeated interchangeable helper responses that give back to the advisee essentially that which he has given to the advisor - the advisee often begins to repeat himself and "spins his wheels" or reaches a plateau of self-exploration and understanding. It is at this point that the advisor needs to draw upon some new dimensions of concreteness, genuineness, and self-disclosure which are next carefully implemented. When the advisor presses for greater concreteness or specificity on the part of the advisee, he introduces a certain degree of threat. Greater threat also occurs when the advisor becomes more genuine and sets the stage (by his modeling or genuineness) for the advisee to become more genuine. Advisor self-disclosure encourages greater intimacy in the relationship, which can lead to increased threat to the advisee. In other words, these three dimensions increase the threat level for the advisee, and are thus similar to the action dimensions.

Specifically, concreteness refers to the advisee pinpointing or accurately labeling his feelings and experiences. The advisor facilitates this by being specific himself, or at least as specific as the advisee has been (interchangeable.) When he is more specific than the advisee, he is going beyond where the advisee is. If the advisor's timing of his use of concreteness is correct, the advisee can achieve greater understanding than when the advisor was more vague about his problem or concern.

Genuineness refers to the ability of the advisor to be real or honest with the advisee. His verbalizations are congruent with his inner feelings. Whether or not the advisor's genuineness is useful to the advisee will often depend upon the advisor's ability to time his level of honesty so as to lead to greater trust and understanding. As Carkhuff (1971a) has said, "*Helping is for the helpee.*" If the advisee cannot utilize the advisor genuineness, it may be useless or even damaging. The adage "Honest is the best policy" is not always correct, especially if brutal honesty is employed and the recipient is not capable of dealing with it to improve himself. To illustrate, encounter groups can be harmful to certain persons, especially when, as is sometimes the case, frankness precedes the establishment of a solid base or relationship.

Self-disclosure by the advisor can lead to greater closeness between advisor and advisee if it is appropriate or relevant to the advisee's problem. If the advisor "has been where the advisee is at" and had found a solution to the problem, this can be reassuring to the advisee. Furthermore, the advisee's potential solution may even be similar to the one employed by the advisor. The success of Alcoholics Anonymous and other self-help groups is related to this dimension. The drinking alcoholic, for example, looks to the "dry alcoholic" of AA for the solution to his own problem.

When advisor self-disclosure is premature or irrelevant to the advisee's problem, it tends to confuse the advisee or transfer the focus to the advisor. There is a danger of stealing the spotlight when the advisor self-discloses prematurely and inappropriately; therefore self-disclosure should be used sparingly and only when it can be predicted with a high degree of certainty that it will be relevant to the advisee's concerns, increase his understanding of his problem or identify the potential action needed in its resolution.

The dimensions of concreteness, genuineness, and self-disclosure can be used to predict the degree of success of the advisee's help-seeking. The degree to which the advisee can be concrete about his problem (can label it accurately, for instance,) can be honest and open with the advisor, and can self-disclose at high levels will determine whether or not the advisee will, in fact, receive help. Of course, the other important factor in the help-seeking equation is the helper. If the advisor chooses to be concrete, genuine, and to self-disclose to a person who is incapable of helping him, the advisee may become disillusioned or, worse still, damaged. Helping can be for better or for worse. (Truax, and Carkhuff, 1967).

If the prospective advisee talks about his concerns in vague and general terms (not concrete), if he is observed to be playing a role or relating in a superficial manner (not genuine), and does not make personally relevant disclosures, the advisor is relatively safe in predicting that the advisee will be difficult to help. Also the process might require a relatively long period of time in developing the base - the first phase of helping - before any positive action may occur.

The action phase of helping may be considered as the most important phase. It is in this phase that tough decisions are made and that hard work must be done. It is the ultimate test of whether or not the advisor is, in fact, the "more knowing" individual and is tough and confident enough to believe both in his own and his advisee's ability to come up with a plan of action (strategy) and follow through on it when difficulties arise. The advisor must be capable of assisting in the development of a plan or strategy for the advisee that will lead to the successful resolution of the advisee's current problem and provide him at the same time with a method for attacking future problems.

If the advisor has not resolved the particular problem or concern in question, it is highly unlikely he can assist the advisee. A maxim every advisor must use to guide his helping attempts is that you cannot help someone else solve a problem that you have failed to resolve yourself. If the advisor knows himself, he will be unlikely to enter into a helping relationship in a problem area that remains unresolved for himself.

There is another cardinal rule in helping: One does not confront nor emphasize the action dimensions until he has earned the right, that is, has built the base. We often hear, especially from young people, "Tell it like it is." Telling it like it is often is tantamount to confronting. Confrontation, a key action dimension, can be extremely helpful when the advisee has learned, from earlier experience, that the advisor is concerned about his welfare and cares enough even to risk the relationship to "level" with him.

Frequently, confrontation refers to dealing with a discrepancy between what the advisee has been saying about himself and what he has, in fact, been doing. A common confrontation occurs when assisting an advisee to face the reality of a situation. The most threatening type of confrontation is one that does not allow the advisee to "save face." This is the type of confrontation that deals with the present. When you catch a person behaving contrary to the way he claims to behave and you confront him directly with it, it is difficult to deny it. He has few good means of defense and may use denial and other inappropriate short term mechanisms that have long-term disadvantages. For example, if a mother catches her child with his hand in the cookie jar and accuses him of stealing cookies, the child may actually deny that he was taking a cookie. This often happens; the child denies reality when the external threat is great enough. Parents, teachers, and other adults often unknowingly teach children to lie and deny reality by their use of threats. Similarly, supervisors or other authorities may inadvertently create a degree of fear or threat that leads their employees to deceitful behavior.

The last dimension, immediacy, is often related to confrontation. It refers to what is really going on between advisor and advisee. When the advisee is unaware of his reactions toward the advisor, the advisee may need to describe or explain them. It includes "telling it like it is" between advisor and advisee at the present time. The advisee can gain a better understanding of himself, especially how his actions affect others (in this case the advisor), when the advisor appropriately uses the immediacy so that the advisee can use it productively.

The productive use of the action dimensions of confrontation and immediacy can be guaranteed by taking the position that "the customer (advisee) is always right." By this we simply mean that regardless of how brilliant and creative the responses of an advisor may appear to be, if the advisee cannot use them in solving his problem, they are worthless, if not harmful to him.

The courses of action that may be outlined for the advisee to achieve his goals to give him direction may be many and varied.

The courses of action that are selected are not likely to be effective in the "whole" person if the form of the advisee is not considered. Lazarus (1975) has developed a model that encourages the person to be considered with respect to his deficits in behavior, affect, sensation, imagery, cognition, interpersonal relations, and total health. When the deficits are also considered in conjunction with a person's assets, the "whole" person is being involved and a complete program or course of action is possible.

Carkhuff (1973) has provided a unique and systematic method for assisting the advisor and advisee explore the advisee's value system as it relates to potential courses of action to be undertaken. When this system is related to that of Lazarus, a complete system for problem solving is available.

The principles involved in implementing a course of action recommended by Carkhuff (1969a)[3] are summarized as follows: 1) The helper must check with the helpee at all stages of development and implementation to be sure that what is being planned or performed is relevant to the helpee's functioning. 2) The focus of change should usually be on the helpee first and only secondarily on the helpee's relationship with others. 3) Only those measures or procedures that ensure the highest probability of constructive change are employed. 4) The emphasis is on outcomes and the achievement of attainable goals. The actions of the helper and helpee are affected by the feedback that they receive.

Often the real test of an advisor will be whether or not he and the advisee together can develop appropriate plans of action or programs for the advisee. Frequently the advisee will be unable to develop his own course of action completely and will require help in structuring his program. When the advisee cannot participate fully in the program, Carkhuff (1969a) cautions the helper to develop programs that will "*enable the helpee to carry some of the burden of responsibility for his own life.*"

If the academic advisor can master the basic dimensions of the helping relationship that we have outlined, he will prevent the development of many problems.

As the advisor shows empathy, respect, and warmth, the advisee explores his behavior and his problem. As the advisor continues to show empathy, respect, and warmth, and displays appropriate levels of concreteness, genuineness, self-disclosure, and confrontation, the advisee begins to understand himself and his problem. After the base is built, the advisor uses high levels of confrontation and immediacy to help the advisee take action or find direction.

This description is oversimplified, but generally this is the pattern of helping. An important understanding is that during his process the advisor is really reinforcing certain behaviors and extinguishing others. Showing empathy, respect, and warmth generally reinforces whatever the advisee says or does, which increases the probability of self-exploration and problem exploration.

Responding with appropriate levels of concreteness, genuineness, self-disclosure, and confrontation (only about discrepencies in what the advisee is saying) results in more selection reinforcement. The advisor is no longer speaking strictly from the advisee's point of view. He begins to focus on the aspects of advisee behavior that he thinks will be more productive; he begins to relate more of his own feelings that reinforce in a certain direction, and he points out discrepancies in advisee behavior. These advisor behaviors increase the probability that the advisee will understand himself and his problem.

If an adequate relationship has been established, high levels of confrontation clearly reinforce certain kinds of behavior and extinguish others. These advisor responses increase the probability that the advisee will act on his problem and try to find some direction to follow that may solve his problem.

The art of helping includes first knowing how to respond helpfully and then knowing which techniques to employ.

Many beginning advisors learn to show interchangeable empathy, respect, and warmth, and never become capable of displaying other more action-oriented dimensions. They often say, "I don't want to be responsible if he makes the wrong decision so I always make sure it's his decision," or "I don't want him to become dependant on others to make his decision." These are legitimate concerns but they must be kept in perspective.

The advisor who displays only interchangeable empathy, respect, and warmth is not very selective in what he reinforces. This often results in the advisee accepting his problem as a permanent part of himself instead of solving it. If he is rewarded for discussing his problem over and over without moving toward some conculsion, he becomes desensitized to the problem and begins to think it's OK to have this problem. It's like the thirty-year old man who went to a psychotherapist for his bedwetting problem. For several months the therapist displayed much empathy and respect. Later when asked whether he had quit wetting the bed, the young man exclaimed, "No, but I feel a lot better about it now!"

It is extremely important for advisors to be aware of what behaviors they are reinforcing. The art of helping included knowing what behaviors to reinforce at a given time and how to do it, as well as knowing what behaviors to extinguish and how to extinguish them effectively.

FOOTNOTES

[1] Adapted from Human Relations Development: A Manual for Educators. George M. Gazda. Allyn & Bacon, Inc. Boston: 1973.

[2] "Helping & Human Relations: A Brief Guide for Training Lay Helpers." Journal of Research and Development, in Ed. 4, #2, pp. 17-27.

[3] "Helping & Human Relations: A Primer for Lay and Professional Helpers." Selection and Training, Vol. 1. New York: Holt, Rinehart & Winston, Inc.

WHAT ACADEMIC ADVISORS NEED TO KNOW ABOUT HELPING

Helping may be for better or worse - The very first thing that an Academic Advisor should know is that what he does with and for a student may be harmful as well as helpful. If we can help someone, we can also hurt them. The fact is that the things that an Academic Advisor does with a student may make a difference in his life. Therefore, once a student's welfare is meaningful to the Advisor, he will do those things that are most helpful. Many times faculty advisors can be harmful by playing one or more of the following roles:

1. THE DETECTIVE. The detective is eager to track down the facts of the case. He grills the advisee about the details of what happened and responds to this factual content instead of giving attention to feeling.
2. THE MAGICIAN. The magician tries to make the problem disappear by telling the advisee it isn't there.
3. THE FOREMAN. The foreman believes that if a person can be kept too busy to think about a problem, there will be no problem.
4. THE JUDGE. The judge gives rational explanations to show the advisee that his past actions have caused the present situation - the advisee is the guilty party. A helper does not punish.
5. SWAMI. The swami knows and predicts exactly what is going to happen.
6. SIGN PAINTER. The sign painter thinks a problem can be solved by being named.

7. DRILL SERGEANT. The drill sergeant gives orders and expects them to be obeyed. Because he knows just what the advisee should do, he sees no need to give explanations or listen to the advisee's feelings, or to explain his commands to the advisee.
8. GURU. The guru dispenses proverbs and cliches on every occasion as though he is the sole possessor of the accumulated wisdom of the ages.
9. FLORIST. The florist is uncomfortable talking about anything unplesant so he gushes flowery phrases to keep the advisee's problem at a safe distance.

These roles do not help the student explore, understand, and act on his problems. Before academic advisors work with others they should know themselves or they can become one of the above characters.

(NOTE: A complete description of the above characters are in GAZDA, George, HUMAN RELATIONS DEVELOPMENT - A Manual for Educators, Allyn and Bacon, Inc., 1972)

SPECIAL ADVISING TOPICS

IDENTIFYING POSSIBLE PSYCHOLOGICAL PROBLEMS

The advisor needs to be sensitive to behavior that indicates that a student is experiencing psychological problems. The following are indicators of level of adjustment. These indicators often give clues to the psychological condition of the student. They are not separate psychological entities, but are observable facets of a total personality. The advisor needs to develop the ability to determine whether a referral is needed.

OVERACTIVITY

...definite speeding up of any simple or more complex aspect of human behavior. Increase in activity may be detected in a person's rate of speech, flow of ideas, motor behavior, or patterns of social interaction. Shifts in such behavior are experienced from time to time by practically everyone and if transient, are considered normal. However, when any noticeable increase in activity persists or intensifies, then it should be taken as a possible clue that all is not well in the individual's well being.

UNDERACTIVITY

...a reduction of physical and mental activities. Most persons experience a reduction of physical and mental activities when temporarily fatigued, physically ill, or emotionally depleted. This is normal behavior if recovery is noticeable and continuing reduction in activity persists, then it may be a warning signal

DEPRESSION

...a blue, sorrowful, or discouraged feeling. Such feelings are normal experiences of practically all persons. However, when symptoms of depression and despondency become more severe, increase in duration, and have no logical explanation, then a signal of maladjustment is evident.

EMOTIONAL VARIABILITY

...emotional "ups and downs." Every person experiences these in daily living. They may be mild or intense, but usually are temporary or transitory in nature. Such emotional swings or upsets are often associated with personal frustration, disappointment, failure, illness, fatigue, bereavement and other such life expereinces. However, emotional upsets become signals of possible maladjustment when they become disproportionate in intensity or duration to the range of reactions of other persons in similar situations or when they occur without any relationship to life's events.

PSYCHOSOMATIC DIFFICULTIES

...bodily changes and disturbances caused by personal stress. Temporary distrubances, such as a passing headache after an emotional upset, are a common experience. When, however, bodily changes or disturbances persist solely because of psychological pressure, then the symptoms take on more critical aspects, and the possibility of psychosomatic difficulty should be considered. Some common symptoms include: loss of appetite, nausea, vomiting, stomachache, diarrhea, constipation, heart "pounding," skin trouble, sudden loss of hair, asthma or hay fever, profuse sweating, excessive fatigue, backache, eye strain, shaking or trembling, paralysis, or frequency of urination.

ODD OR UNUSUAL BEHAVIOR

...deviations in a person's motor activities, ideational processes, or social activities. These include, among others, odd mannerisms, grimaces, unusual bodily movements, meaningless repetition of acts, and thoughts hard to follow or comprehend because of a private or personal meaning given to them. This type of behavior can be evaluated by several tests. First, can the questioned behavior be understood in terms of the person's age and peer culture? If not, then a closer study is required. Second, does the behavior appear to arise from deep inner forces which have little or no relationship to the external world in which a person is living? Third, does the person show a steady withdrawal from normal social living into a solitary and isolated world of his own? Fourth, does the person fail to meet the regular and normal demands of his environment?

TENSION-REDUCING HABITS

...repetitive-type acts such as nail biting, nose-picking, tremors, bodily tics, twisting and pulling the hair, scratching or pulling body parts, eye-blinking, biting lips or inner cheek, ritualistic habits, and other compuslive behavior which has little relevance to accomplishment of any real end. Tension reducing symptoms need expert evaluation and persons exhibiting them should be referred.

PERIODS OF UNCONSCIOUSNESS

...loss of consciousness such as black-outs, fainting, hysterical "passing out," and amnesic spells. Regardless of cause, loss of consciousness, other than sleep, should be recognized as a critical event and a referral made.

NEGATIVE ATTITUDE

...toward others and self. Persons who are mentally healthy have in general a rather positive set of attitudes and feelings toward self and others. There are times when the healthy person exhibits negative, hostile, or aggressive behavior. However, he usually returns very soon to a more positive orientation. Some examples of expression of negative attitudes include repetitive patterns of sarcastic remarks, depreciation of others, criticism, "Back-biting," always being late for scheduled events, frequently interrupting others, habitually disrupting on-going activities, repeatedly indulging in attention-getting behavior, and through open violation of group standards. More serious forms of negativism emerge when attitudes are expressed or held that "people cannot be trusted," "the world is against me," "others are out to use me," and "people are no damn good." Negative orientation becomes critical when it is generalized, pervasive, and indiscriminate in relation to the world, the persons in it, and to self.

ANXIETY AND FEAR REACTIONS

...generalized feelings of apprehension. Persons under threat usually experience some degree of anxiety or fear. After the crisis is past the emotional feelings along with body functions usually return to their previous state of equilibrium. Anxiety and fear reactions become of more concern when the person reports he feels uncomfortable and is unable to understand or explain why he so reacts, or the symptoms persist long after the threat situation is past, or the intensity of the reaction is disproportionate to the threat factor. Should a student exhibit this type of behavior he should probably be referred.

OVER-RESISTANCE AND OVER-SUBMISSION TO AUTHORITY

...evidence of maladjustment begins to appear when a generalized and undifferentiated resistance to authority characterizes behavior or when a person uses submission as a generalized and fixed pattern or adjustment regardless of the situation.

SPEECH DIFFICULTIES

...these include temporary speech blockage, mispronunciations, stuttering, stammering, repeating words or phrases, complete hysterical mutism, talking too loud or too low, talking too fast or too slow, speech too high or low pitched, speech too jerky or explosive, or speech too thick or too labored. Such problems should probably be referred for help.

SLEEP DISTURBANCES

...transitory difficulties in sleeping may result from absence of familiar surroundings, emotional upsets, or from physical causes, such as disease, injury, or fatigue. However, sleep disturbances become of concern when they persist after the percipitating circumstances or trauma are past. The advisor should note any extreme deviations in too little sleep, too much sleep, or other irregular patterns.

In order to help discriminate between normal adjustive reactions and those which indicate more serious impairment, the following principles may be useful:

1. Any behavioral pattern or patterns which cripple, disable, handicap, interfere with, or prevent a person from achieving his potential level of satisfying, creative, productive living should be considered as a signal of impairment to some degree in the adjustive process.

2. Any persistence of a disturbing or combination of unusual acts should be viewed as evidence pointing toward maladjustment.
3. Any intensification of the unusual in behavior over a period of time is to be taken as a warning sign in evaluating a person's level of adjustment.
4. Whenever reactions and signs become disproportionate to any discernible causes, then they should be read as critical factors in assessing personal adjustment.
5. Whenever emotional responses become generalized or undifferentiated, they usually indicate an unhealthy spreading of a disturbance or disorder.

- The University of North Florida

REFERRAL SKILLS

REFERRAL SKILLS TO BE LEARNED

1. Referral decisions--ability to determine whether a referral should be made
   - A. Determination of problem(s).
   - B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
   - C. Determination that a referral is needed.
   - D. Determination of possible agencies or persons to whom the student may be referred.
2. Referral process--ability to professionally refer the student to the proper person or agency for help.
   - A. Informing the student of the need for referral.
     1. Take into account the student's emotional and psychological reaction to the referral.
     2. Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
   - B. Assist the student in making an appointment with the perosn or agency.
   - C. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
   - D. Give the student all the necessary facts to get him to the referral source. This may include giving the name of the agency or perosn to whom he is to be sent, the address, the date and time of appointment, means of transportation, cost of service, person to contact, other facts.

   - E. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. Follow-up--ability to evaluate the appropriateness and effectiveness of the referral.
   - A. Determine if the student kept his appointment.
   - B. Discuss with the student his evaluation of the help received from the agency or person.
   - C. Determine whether you selected the appropriate source of help for the student.

- The University of North Florida

SUGGESTIONS ON REFERRING THE TROUBLED STUDENT

Most of your referrals are made under rather routine circumstances, without notable difficulty or attendant anxiety. Occasionally, however, you will encounter a student who is conspicuously troubled. Your role as an advisor and teacher at such times takes on particular importance, for how you respond can potentially have significant consequences for the student and for the institution. As a result of your actions the troubled student can feel helped or become further demoralized; through your assistance the problem might be resolved or the student may become so unhappy as to see withdrawal from Hamline as the only solution.

Inevitably, there are times when withdrawal from Hamline is indeed the best solution. But this really ought to be considered as a last resort. If, through their willing involvement, each advisor might hold one student each year who would otherwise withdraw, think of the impact on Hamline as an institution, and on the collective satisfaction of our student body with the college they placed their trust in! Retention is just as important as admissions.

While you are not expected to give in-depth counseling (which may or may not be needed) you should be sensitive enough to assess what the problem might be and to creatively explore solutions, including appropriate referral. Remember that the Student Deans and the Chaplain are always available for consultation and counseling.

Here are some hints on making referrals for the troubled student:

I. Listen to how the student describes his or her frustrations and concerns.

   A. Encourage the student to talk about the problem using a non-directive approach. Troubled persons experience some relief in the process of telling someone what's bothering them, expecially if the listener appears to be non-judgmental.

   B. A helping relationship develops only if the student feels that the advisor can be trusted--because the advisor cares about the student as a person and treats the problem seriously. Frequently the student will test an advisor by presenting a superficial or peripheral problem. Successful resolution of a minor problem often encourages the student to later use this helping relationship to deal with more sensitive concerns.

   C. Summerize the problem with the student, so that there is consistency in how you both understand it. Always try to deal with what's important to the student at the moment--treat the immediate problem first.

II. Explore the options with the student.

   A. Troubled students are often discouraged and depressed. The push of frustration and the pull of hope will move them toward looking for solutions.

   B. Letting them know that you understand how they feel and expressing a positive attitude about solutions at the same time will give needed support and encouragement.

III. *Suggest* that the student decide on a first step.

   A. This will often involve motivating the student to talk with someone with expertise in a specific area--financial aid director, career and placement counselor, a professor, student services counselor, medical doctor, etc.

   B. Students frequently make erroneous assumptions about resources or circumstances based on a friend's experiences or second-hand information. They need to collect their own data and must relate it to their *own* situation.

IV. *Help* the student implement the plan by taking a first step.

   A. This may involve saying "let's call and see when you can arrange an appointment." If the student suggests that he or she wants to go to see the resource person, talk in concrete terms by setting a date and time.

   B. Whenever possible, set up an appointment with the resource person by means of a phone call from your office with the student present. Dial the number and hand the phone to the student. Better yet, have the student dial the number too. The idea is to take a first step while also putting responsibility for it on the student. He or she is doing something to help him or herself.

   C. Although your interviews will often deal with long term goals, these can be so overwhelming and confusing that a student becomes immobilized. By taking a first step and discussing an immediate problem or possible plan with a resource person, the student may even discover new options and new areas to explore which will help in formulating or re-formulating long term goals. We all arrive at our destinations one step at a time.

V. Follow-up with the student to learn what happened.
   A. Indicate interest in what the student finds out or whether the student was helped as a result of our referral by suggesting that he or she let you know what happened. Set up an appointment for your follow-up visit.
   B. By asking for follow-up you are telling the student that you care. Follow-up also enables you to explore together what the next step might be.

- Hamline University

SOME REASONS FOR ACADEMIC FAILURE

1. Poor study habits due to:
    - A. Insufficient time spent in class preparation.
    - B. Failure to understand the nature of assignments or to clarify requirements with instructor.
    - C. Failure to carry out special assignments: papers, outside reading, and so on.
    - D. Lack of participation in class discussions or group projects.
    - E. Lack of knowledge about use of reference materials.
    - F. Lack of ability to concentrate.
    - G. Lack of proper study environment.

2. Excessive participation in extra-curricular activities.

3. Excessive workshop demands.

4. Lack of sufficient training in the basis skills:
    - A. Reading
    - B. Writing
    - C. Speech
    - D. Mathematics

5. Apparent lack of motivation or lack of interest in prescribed courses.

6. Strained faculty or administrative relations.

7. Poor state of physical health: insufficient diet, lack of exercise or relaxation, abuse of drugs, or chronic illness.

8. Lack of vocational or educational goals which are in keeping with student's ability or actual interest.

9. Conflicting vocational and educational interests.

10. Emotional or social problems:
    A. Strained family or social relations
    B. Lack of self-discipline
    C. Residence conditions
    D. Inability to face emergencies or stress such as tests, performance, or demonstration situations.

    (In such cases the student should be referred to the Student Affairs Office for professional counseling.)

- Millikin University

LEARNING THEORY SKILLS

KNOWLEDGE OF HOW LEARNING BEST TAKES PLACE

LEARNING DEFINED

1. To learn is to engage in an experience that effects the psychological functioning of the individual in ways that will result in changes in his behavior.
2. "Learning" refers to both the process and the result
   - A. As a process, learning refers to the experiences the learner goes through, his internal and external activity, and his reactions to the situation in which he finds himself.
   - B. As a product, learning refers to the changes that occur--the ways in which the learner is different or the actual change in his behavior.

EFFECTIVE LEARNING

1. Spaced study periods. The student should space his study. He should not, at any given time, expect to master a great mass of material. Learning periods that are comparatively short keep the student from falling into a rut and repeating errors; keeps the memory task fresh in the mind of the learner; and there is less chance for boredom and fatigue.
2. Overlearning and retention. Overlearning is any practice on a given learning task that is over and above that necessary to obtain one correct reproduction of the material being learned. The degree of retention is affected by the amount to be learned and by the amount of overlearning that is done by the student.

3. Overlearning and course content. In preparing for examinations, students often fail to overlearn the subject. Material that can be reproduced at a much lower level of efficiency within a twenty-four hour period unless overlearning has taken place. Because of this, students who believe they are well-prepared for a test find upon completing the test that they have forgotten a considerable amount of the material. More overlearning is required for essay tests than objective tests. Although overlearning is important, the effect of fatigue and proper spacing of study periods on learning must be considered.
4. Review material. The more recently material has been studied the easier it is for it to be recalled. The student should review material on a regular basis prior to taking a test or examination. He should direct his energies toward those parts of the lesson that are most difficult.
5. Study assignments as a whole. It is generally believed that when material of any length is to be memorized, it is better to study it as a whole rather than to divide it into parts and learn each part separately. When a lesson is excessively long and difficult, probably the best approach is to use a combination of the whole and part methods. The student should begin by surveying for logical relationships and to gain perspective as to the major points in the entire assignment. One advantage of breaking a long lesson into natural divisions or parts is that it keeps the student from becoming discouraged and possibly overwhelmed by the project. It also may assist in reducing fatigue.

6. Recitation. Recitation is a valuable tool in helping the student to recall the material he has studied. In general, a student should devote about one-half his study time to recitation. A combination of reading and recitation is much more effective for learning new material than reading alone.
7. Tension and anxiety. The degree or intensity of anxiety has differential effects on learning. Some anxiety, at a level where it may be reduced or made non-threatening appears to facilitate learning. Excessive anxiety, at a level where it is too great to be reduced or made non-threatening, hinders learning. The student tends to focus on the results of failure and cannot concentrate on the material to be learned.

KNOWLEDGE OF HOW TO MOTIVATE STUDENTS TO LEARN

To motivate a student to learn, it is usually necessary to change the way he sees himself and the world he lives in. The following are suggestions for accomplishing this.

1. Encourage self-relevation rather than self-defense. Give the student the feeling that he can try new things, even fail if need be, without fear of humiliation, embarrassment, or the diminution of self in the process. If the self cannot be safely ventured there is little chance for new learning.
2. Create a feeling of belonging. The student needs to feel that he is a part of the institution and that you as a person and as a part of the institution are concerned about him. He needs to feel that he is not alone in his attempt to learn.
3. Encourage the student to trust his own capabilities. He needs to feel that he can learn and can make his

own decisions. You should provide him with accurate, realistic information about himself. Be careful not to label him. Permit him to draw his own conclusion from the information. Point out to him that differences are good and desirable.

4. Establish an atmosphere which is generally hopeful. The student needs to feel that he *can* be more than he is rather than a feeling that he *must* be more than he is. Emphasize his successes rather than his failures.

- The University of North Florida

SUGGESTIONS FOR IMPROVING STUDY SKILLS

William H. Armstrong

SUMMARY OF SUGGESTIONS FOR IMPROVING WRITTEN WORK

1. Written work reveals ability, desire, and character. It is the most important product that you have to offer in exchange for a grade.
2. The primary requirement of all written work is that it be presented in an interesting, mechanically correct, and attractive manner.
3. Judge the quality of your written composition by questioning its parts, content, and presentation.
4. Observe closely the three basic obligations of all students toward written work:
    A. Have a working knowledge of the subject.
    B. Present the material in the best possible form and structure.
    C. Never pass off inferior work in order to get by.
6. Adopt practices that will reveal your weaknesses and encourage your improvement. Plot your own methods for adding quality and completeness.

SUMMARY OF PRACTICES FOR BETTER RESEARCH THEMES

1. Strive for originality, but depend on your scope of reading and your grasp of material to determine the quality of your theme.
2. Take notes on 3" x 5" index cards, and save time by preparing bibliography cards while you are gathering material.
3. Make footnotes and a sound bibliography reflect the scholarship and authority of your paper.

PRACTICES TO IMPROVE BOOK REPORTS

1. For short book reports use the four w's - who, where, when, and why to relate the story.
2. In all book reports show your appreciation or lack of it through your study of the characters or the nature of the book. Avoid editorializing to praise or condemn.
3. Observe closely the two obligations that the book report has to the reader:
    A. To describe the book
    B. To communicate something of its quality or lack of it.
4. Avoid the meaningless superlative and the baseless generalization. There is no "best book ever written" and there is no "greatest literary genius who ever lived."

SUMMARY OF THE MEANING OF STYLE

1. Only by reading great writing can you develop a feeling for style.
2. Style in writing is not affectation, novelty, artificial coloring, or fashion. It is simplicity and sincerity based upon concern for the reader.
3. Style in writing is that quality which brightens the obscure, makes instruction agreeable, gives depth to the simple, adds distinctiveness to the ordinary, and brings harmony out of discord.
4. Style is only achieved by those who believe in what they write. The heart must know first what words can produce on the page.

SUMMARY OF RULES FOR REVIEWING FOR TAKING TESTS AND EXAMINATIONS

1. Review by selecting the important subject matter; concentrate on it rather than on the trivial and incidental.

2. Review by listening for hints and helps given by the teacher just prior to the test.
3. Review by predicting questions for the test. Think how questions can be asked on specific subject matter.
4. Review by reorganizing the subject matter into logical divisions. Keep a sense of unity by being aware of relationships among parts.
5. Review by changing your point of view. Let your imagination add interest to the subject.
6. Review by knowing what "question words" mean. Learn what your teacher expects when certain key words are used.
7. When you take the test or examination read all questions and instructions carefully and repeatedly until you understand exactly what the answer and the presentation of the answer require.
8. Know the general implications of key and qualifying words in both objective and essay questions. Do not, under any circumstances, make an exception for what the qualifying word asks for.
9. On objective tests give the precise answer; on essay tests give the complete answer. Always remember that quantity without quality will not get a good grade.
10. Observe all rules of neatness, mechanics, and clarity. The attractive paper that is easy to read gets the better grade.
11. Check your paper carefully before you turn it in. Unless you are absolutely sure you have made a mistake, do not change your answers. The first impression, as psychological tests have shown, is more reliable.
12. Improve all future tests and examination grades by carefully checking all returned papers. Note your errors and shortcomings so you will not repeat them on the next test.

SOME HINTS FOR STUDENTS ON PLANNING A BETTER TIME SCHEDULE

Lyle L. Miller

Developmental Reading Distributors

The effectiveness of your time schedule will depend on the care with which you plan it. Careful consideration of these points will help you to make a schedule which you can control and which will work for you.

PLAN A SCHEDULE OF BALANCED ACTIVITIES

College life has many aspects which are very important to success. Some have fixed time requirements and some are flexible. Some of the most common which you must consider are:

Fixed:	Flexible:
eating	sleeping
organizations	personal affairs
classes	recreation
church	relaxations
work	study

PLAN ENOUGH TIME IN STUDYING TO DO JUSTICE TO EACH SUBJECT

Most college classes are planned to require about three hours work per week per credit in the course. By multiplying your credit load by three you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition of college classes.

STUDY AT A REGULAR TIME AND IN A REGULAR PLACE

Establishing habits of study is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions and retracing your steps to get necessary materials, etc. Avoid generalizations in your schedule such as "STUDY." Commit yourself more definitely to "STUDY HISTORY' or "STUDY CHEMISTRY" at certain regular hours.

STUDY AS SOON AFTER YOUR LECTURE CLASS AS POSSIBLE

One hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Review lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.

UTILIZE ODD HOURS DURING THE DAY FOR STUDYING

The scattered one-hour or two-hour free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation or activities at other times in the week.

LIMIT YOUR BLOCKS OF STUDY TIME TO NO MORE THAN 2 HOURS ON ANY ONE COURSE AT ONE TIME

After 1½ to 2 hours of study you begin to tire rapidly and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other course will provide the change necessary to keep up your efficiency.

TRADE TIME--DON'T STEAL IT

When unexpected events arise that take up time you had planned to study, decide immediately where you can find the time to make up the study missed and adjust your schedule for that week. Note the three weekend evenings. Most students can afford no more than two of them for recreation, but may wish to use different evenings on different weeks. This "trading agreement" provides for committing one night to study, but rotating it as recreational possibilities vary.

PROVIDE FOR SPACED REVIEW

A regular weekly period when you will review the work in each of your courses will help to keep you up to date. This review should be cummulative, covering briefly all the work done thus far in the quarter. Such reviews will reduce the need for "cramming" later.

PRACTICE SELF-RECITATION AS A DEVICE FOR INCREASING MEMORY

Organize your notes in a question and answer form and think in terms of questions and answers about the main ideas of the material as you review weekly. When preparing for exams, try to predict the questions the instructor may ask.

KEEP CAREFULLY ORGANIZED NOTES ON BOTH LECTURES AND ASSIGNMENTS

Good notes are one of the best bases for review. Watch for key ideas in lectures and try to express them in your own words in your notes. Watch for headings and bold face type in your reading to give you clues of main ideas for your notes. Take down careful notes as to exactly what assignments are made and when they are due.

ACADEMIC CONTRACTING: MAKING STUDENTS ACCOUNTABLE

(This is a summary of a presentation made at the National ACT-UACARO Seminar on Student Admission and Retention. For more detailed information send your request to Ms. Sally Hess Barlow or Mr. Dee Wright, 100 Union Building, University of Utah, Salt Lake City, Utah, 84112.)

Problems with low performing probationary students, academic recovery, and/or dismissal are likely to increase in complexity given the tightening job market and consequent increases in competition for grades at the university level. Trends in college testing also point to the disheartening fact that students are emerging from high school with fewer academic skills than ever before. Most institutions of higher education will be facing the problem of what approaches to take with respect to the predicted and actual low performer. This paper intends to explore the possible use of academic contracting as a means of making students accountable for their own academic recovery--a negotiation between student and counselor of concrete, specifiable goals to be reached in order for the student to remain in school on a probationary status. Thus, the student is encouraged to become responsible for the consequences of his/her own behavior. The counselor is able to assume the role of student advocate rather than campus policeman or probation officer. Suggestions for program implementation and recommendations for procedural modifications are included. The conclusions and summary provide a comprehensive look at these and other contracting programs that may provide some hope for a decrease in low performance in the college setting.

"Man is the only animal who makes promises." Behavioral contracting may not have been the intent of Nietzsche's remark, but it is one of its logical extensions. The helping professions have been trying to aid clients in the search to predict and control the course of events in their own lives. "In light of (the need to focus on more positive) motivations rather than appetites, needs and impulses" (Kelly, 1966, p. 343), contracting is becoming a more and more viable counseling intervention all its own. Contracting is not a new notion to psychology. It is but one of the many ways to capitalize on client responsibility for personal commitment to behavior change.

Because of recent trends in competency-based education, as well as increased demands on the part of legal, medical, educational, vocational and counseling consumerism, contracting per se has become the sine qua non in the negotiation for services. "These contracts may be explicit or implicit, conscious or unconscious, unilateral or multilateral, voluntary or coercive. They constitute the warp and woof of personal and social life." (Seabury, 1966, p. 882).

Behavioral contracting is not new to education (Thoreson, 1969, Sloane, 1968, Krumboltz, 1969) particularly in the elementary and high schools. Often, however, counselors make the mistaken assumption that once a person reaches the stage of "college age material" there no longer exists the need for specific behavioral contracts, although many implied contracts do exist at that level. That several precedence-setting cases are currently pending in courts across the country involving alleged breaches of teacher/learner contracts by students whose expectations were not met by a university, is disconcerting evidence to the contrary. Consumerism is just as evident at the college level as the market place, and for that reason contracts need to become part and parcel of the educational agreement.

One of the many specific applications of contracting can be seen in the area of scholastic probation in a university setting. It is a particularly adaptable area because of the makeup of the scholastic probation student: typically he is the least protected student consumer because of his lack of grade-getting skills. For that reason, someone within the system needs to come to his aid not just with learning skills, but with professor and administration negotiation skills as well. Different universities across the country handle scholastic probation in a number of ways. Many are governed by policies and procedures that tend to trap the student in what might appear to be a perfunctory contact and dismissal procedure (Alvord, 1974). This kind of treatment adds to the probation students' sense of failure. Surely there are other ways to deal with their lack of academic security.

In a consonant effort to match the intents and purposes of scholastic standards advising with those of the agency which houses this function, attempts were made towards a positive rather than punitive "policing" approach to low performance students. An additional attempt to integrate the myriad of university services for the probation student was also made based on the situations in which probation students were typically found. For example, Financial Aids had a hold on their records, library fines were overdue, Ethnic Affairs wanted to keep track of their own students, and the Veterans Affairs Office was making demands about repayments for failing grades. (The authors are aware that personal contact with well over 1,000 students is a difficult feat which might preclude the use of individual contracting altogether. However, given the emerging peer counselor concept, universities might do well to utilize their students in such a way if sufficient counseling personnel are not available.)

The agency's approach to scholastic standards students initially and intentionally took on the air of advocate, rather than "axe man." Once this tone was set, the advisors began to and have continued to operate from much the same philosophy and procedure. Students are invited in by letter when their name appears on a computer print-out (for having earned less than a

2.0 g.p.a. for the quarter). Advisors work within the ever-present framework of university rules. (This is done for the purpose of reality testing--"It is impossible to graduate without a 2.0 overall grade point average.") Advisors, however, are allowed the freedom to "bend" the rules if a contract is negotiated --"Yes, you need a 2.0 g.p.a., but what kind of agreement can we come to that will outline some action steps you can take to improve your grades and still stay in school?" Identifying the problem leads to the encouragement of student accountability. Having self control or a sense of agency involves the ability to produce desired consequences by manipulating one's own behavior (Kelly, 1973). With those two points in mind, it becomes time to begin the crucial part of the contract: the negotiation.

There is a plethora of literature explaining the variety of contract styles useful in the art of negotiation. Seabury (1976, p. 16) lists seven components of most contracts: 1) Understanding the purpose of the interaction. (Lake (1960, pp. 303, 309) found that 82% of the people who continued in a treatment program were those who agreed with the counselor about the definition of the problems and services required, while 28% of the discontinuers did not agree.) 2) Focusing on target problems. (Are they learning disabilities, test anxiety, emotional problems?) 3) Defining goals and objectives. 4) Discussing administrative procedures or constraints (a must in an agency that is answerable to both ends--to the student and to the administration!) 5) Understanding roles of the participants. (For example, "Yes, I represent the University, but these are the ways I can act as your advocate...") 6) Explaining the techniques used. 7) Awareness of time limitations. (Often set along lines of quarters or semesters in a university setting).

Dustin and Rickey (1973) add and/or reiterate the following salient characteristics of contract effectiveness: clear expectations, specifying role performance, setting reachable goals, focusing on rewards rather than obedience. "Reward for obedience leads only to dependence on the person to whom the student learns to be obedient" (Dustin and Rickey, 1973, p. 85). Stress on interdependence rather than either independence or dependence is important. Thus, through counselor aid and student commitment interdependence is achieved and the student learns how to reward himself. Another effective characteristic is allowing for flexibility--the classic argument of the letter versus the spirit of the law. When an intransigent document takes precedence over a student's changing needs, no one profits except the insidious bug called "Bureaucratic B.S." Accent positive behavior! "The natural environment provides more than enough punishing consequences without a counselor's contributions. The client needs support for even faltering steps forward." (Thoreson, 1969). The final characteristic of an effective contract is the assessment of outcome. This is a two-party appraisal aided by the guidelines of the contract itself.

The reader is encouraged to look further into negotiation processes as well as other possible applications of the contracting system. For example, one of the authors has used this approach in a group setting wherein students interact around goal setting and group contracting.

As with every kind of counseling approach, behavioral contracting has its limitations. It is difficult to work with a captive audience--for example, an involuntary scholastic probation student. Because of initial hostility and ambiguity of expectations, students may be unwilling or unable to express their own expectations and ideas. The accountability trap binds counselors into the potential problem of malpractice suits if counselor negotiations are not met. And, as with all paper and pencil tasks, there is the risk that the student feels second to a piece of paper. At the same time the contract may become an ideal refuge for the somewhat rigid or compulsive counselor, a wall of procedures, stipulation and signatures behind which he can hide.

Nevertheless, contracting is one of the many aids with which counselors can mobilize their clients, be they students or patients. Arnold Lazarus' (1974) admonition for counselors to become multimodal in their in their approach is intended to free counselors to do what works. This does not require that counselors become pragmatic to the point of always "punting." Rather, it means being felxible to the point of using or not using a contract, depending on the situation, or using different counseling approaches altogether, from Rogers to RET to Reality Therapy. Behavioral contracting is just one piece of the transactional pie called counseling that can and often does "work!"

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SAMPLE ACADEMIC CONTRACT

Name ________________________________ Social Security # ___________
(Last) (First) (Middle)

Contract: _____________ agrees to the following conditions in order to remain in school on probationary status:

1. Repeat Economics 105 and Psychology 101 spring quarter and file repeat petitions.
2. Achieve a 2.0 spring quarter or be placed on final probation fall quarter. If 2.0 is not achieved at end of fall quarter student will be dismissed from school for one year.
3. If 2.0 is achieved, student will remain on contract until cumulative is 2.0. If any future quarter is below 2.0, the subsequent quarter will be a final probation quarter.
4. Agree to register for special course on study skills in spring quarter.
5. Agree to attend classes regularly and permitted only one cut per quarter per class.
6. Will schedule appointment with advisor twice monthly to review progress.

____________________ ____________________ __________
Academic Advisor (sign) Student(sign) Date

Comments:

TIPS FOR SURVIVAL

There are a number of ways to approach your college career. Each of us will do it in our own special way. Below are a number of areas that can cause problems for the unwary student. Some are hints from graduating seniors, but most were offered by students who had been in college "long enough to know."

1. DO WELL YOUR FIRST YEAR. Take an average load of 15 hours and see what it feels like. (If you want to try more next semester, add on.) Doing well early prevents regrets later. Grades may not seem important at the beginning, but many students report that employers look at all four years.
2. ATTEND AS MANY CLASS SESSIONS AS POSSIBLE. It will help you to do well. Many instructors test on lecture material. Often they also explain difficult material more clearly than the text. Attending class is good policy.
3. BUY ALL YOUR BOOKS. True, books can get expensive (cheaper used books are available to early birds). But, there is nothing like having your own text when it comes time to do the problems at the end of the chapter.
4. KEEP CURRENT. This, too, will help you do well. There are many pitfalls along the way to your degree. But, many students concur that one of the toughest ones to get out of is the catch-up trench.
5. KNOW YOUR DEGREE REQUIREMENTS. The general catalog lists the courses you HAVE to take. Find out what they are as well as the pre-requisites, if any. It is also a good idea to take some courses sequentially. ACC 101 and 102 for example, the material in 101 leads right into 102. A suggested four year outline is available in the general catalog. Plan more than one semester ahead.

6. PREREGISTER. A guaranteed way to avoid hassle is to preregister. Once you go through walkthrough, you'll understand. Also, your friends may not be the best source of information as to which professor best suits your personality. Take a minute and meet the professor in person. You might get a syllabus and some idea of what to expect in the bargain.
7. CHANGING MAJORS IS HAZARDOUS. This doesn't mean you shouldn't change majors. Just be aware of your new degree requirements. Some major changes have required additional semesters of academic work just to get through.
8. KEEP OUTSIDE WORK TO A MINIMUM. Everybody needs money. But again, take it easy at first. Many students find work is not compatible with good grades. Others say 10 to 15 hours of work compliment 15 academic hours. Test yourself gingerly and find your own limits.
9. SUMMER SCHOOL. Imagine a semester's work in 5 weeks! If you must work during the regular session, summer school is a good way to make progress toward your degree. You'll be taking only one or two classes, so be CAREFUL NOT TO FALL BEHIND...it may be over before you can catch up.
10. IF PROBLEMS DEVELOP, SEE YOUR PROFESSOR. See him if you are having trouble understanding the material in class. All professors have fixed office hours required by the University. Most can make appointments for other times, too. Don't wait until the hour before the exam, though. You'll find most professors willing to assist.
11. WITHDRAWL IS AVAILABLE. It is possible to withdraw from a course when things are bleak and show no sign of improvement. Through the 6th week of school the withdrawal is automatic and a grade of "W" is recorded. From the 7th week of school to the end of the 2nd week prior

to finals, IF YOU ARE PASSING and wish to withdraw, a "W" is reported. In both cases, see the Registrar in the Moeur Building for appropriate forms.

12. GET INVOLVED. College isn't made up of academic pursuits. Everybody has extracurricular interests (besides the opposite sex!) Cultivate them. Employers look very favorably on involvement in school or community activities. They like "well-rounded" individuals.

The most important thing to realize is that you are solely responsible for your progress to graduation. There are many people who are willing to help you, but it is up to you to get everything done.

- Arizona State University

SUGGESTIONS FOR ADVISING WOMEN

Faculty, and particularly those who serve as academic advisers, can be a major key to the University's effort in opening wide the doors to opportunity for women students. There are two problems of note that may make the adviser's role in working with women students a difficult one on occasion. The first is the presence of myths and attitudes held by society and even some educators. Some of these myths and factual responses to each follow:

1. false: Education is wasted on women.
   FACT: The more education a woman has, the more likely likely she is to work. 91% of women with doctorates work.
2. false: Women are more likely to interrupt their careers than men.
   FACT: Several studies show that academic women are less likely to change their jobs than academic men.
3. false: Women have a higher attrition rate than men.
   FACT: Their dropout rate is lower than that of younger students and their grades are higher.
4. false: Women's place is in the home.
   FACT: Women are nearly half the work force (more than 40%). Half the mothers of school age children work. Most women will spend 25 years or more at paid employment, even if they marry, even if they take time off from work to raise children.

The second problem may be the woman student's level of self-expectation. Many capable and highly qualified women will come to the University having been told, encouraged and conditioned by others to have low expectations concerning academic performance and career opportunities. So, what can an adviser do to help? To begin, every person having contact with college women has an obligation to provide them with some sense of reality about their future lives. College women have some vague idea that they will probably work someday, while in reality they will work 80 to 90% of their adult lives.

Arthur R. Taylor, President, CBS, inc., offers the following advice to women entering colleges and universities, and as advisers you may find his remarks quite helpful.

> *"You, as women will always be better off if you begin to approach your lives, your education, your future work life with the expectations of having a career. Expect to be working and wanting to do well. Even expect the possibility that you will support other people, just as a man does. If that expectation does not turn out to be what happens, you will have lost nothing. But if it does turn out that you continue to work, you will have done many of the right things to prepare for success that would otherwise have been left out of your development.*
>
> *I want to encourage each of you today to begin to pick a goal for yourself. Don't become entangled in whether that is the only goal or the most important goal -- the one to which you want to commit your life. Life is constantly changing. Opportunities are constantly*

changing. I want to encourage you simply to pick what seems now to be a logical goal and begin to think how best to use the educational years ahead to prepare yourself to achieve that goal. You have nothing to lose by doing that and everything to lose by not doing it.

The greatest problem that I have seen women suffer from for years, in our society, is that they have tended to let other people make decisions for them. They have tended to grow up feeling that what they deserve will be given to them. They have tended to grow up believing that rules and regulations and a formal system are the ways things really are. They have tended to grow up to have their lives defined by other people and by situations. I hope you will begin to realize that you have to turn that process around, for in the world of business and organizations it doesn't work that way. The person who succeeds decides what she wants and goes after it.

As full people, deserving full opportunities, wanting to live full lives, the first step for each of you is to make your decision to take charge of your own lives, to become the decision makers for yourselves. It is your decision to begin to plan your life and then to respond to other people and situations by your choice, by your judgment, by your control.

I believe in your future. I know, as the President of a large American corporation, that opportunities

> *exist for women to do whatever they are capable of doing. I know that words such as equal opportunity, equal pay, equal access to jobs are real and are becoming more real every day. My concern for you is that you come to those opportunities with the ability to take advantage of them with your eyes open and your views upward. I cannot do that for you. No one else can do that for you. You have to begin to do it for yourself. You have to begin to say that I will approach or create a situation, a situation will not create me."*

Questions the adviser might use in an effort to assist women students in academic planning and the consideration of career options are:

1. Are you aware that in all likelihood you will be working 80-90% of your adult life?
2. What do you see yourself doing as a professional person? (at age 25? 35? 40?)
3. What courses and/or major should we be discussing now to prepare you for that professional goal?
4. Are there additional routes we might consider that would lead you to your goal?
5. Are there obstacles that will make achieving your goal difficult?
6. How can you prepare now to deal with those obstacles?
7. Are you aware of the special assistance that is available to you on campus that can help?

- Colorado State University

ADVISING MINORITY STUDENTS

Robert Clayton
Director for Special Services
The American College Testing Program

"Academic Advising," we are told, "assists students toward the realization of the maximum educational benefits available to them by helping them better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations."

How then does this speak to the needs of minority students? Are there special needs that minority students possess as they seek to matriculate at educational institutions? Are there special responses that academic advisors need to develop with minority students? Should academic advisors be of the same racial/ethnic background of the minority student? What kinds of academic advising models might be most responsive to minority students? Who is advising whom? Are there certain factors that surround minority adivsement that are distinctive from non-minority advisement?

There is no clear-cut formula for advising minority students any more than there is a clear-cut formula for advising non-minority students. First and foremost, each student is an entity to himself or herself and advising must be directed to respond to individual needs. Secondly, while it may be better for minority students to be advised by minority advisors (all else being equal), no program should be designed to encourage a segregated posture of only minorities advising minorities. Such a posture, while illegal, is certainly reverse racism and has an aroma of a professional "cop out." Thirdly, the socioeconomic background and/or the Sitz Im Leben has a tremendous impact on both the advisor and the advisee. An understanding of and a willingness to explore positive directions from cultural differences is necessary as a backdrop to effective advising. Finally, the quality of the advisor, the professional competency and humane inquiry will greatly enhance the advising situation.

Minority students on most non-minority campuses have needs similar to all other students on those campuses. Their plight is augmented by their being "in the minority." Most programs and activities have been designed for and by the "majority students." The crucial point for advisor and advisee is: How can minority students cope with campus concerns (non-curriculla concerns) while, at the same time, pursuing the maximum potential to maintain matriculation toward graduation? All advising, and expecially minority advising, must respond to that question and must insist that minority students respond to that question. All else is purely explanatory.

The minority advisor must merit trust, as well as insure objectivity (honesty) in the pursuit of educational/live goals. The students see the actual lifestyle, they know the professional life pattern, and they long for the day when they can decide to be like the advisor or not be like the advisor (in lifestyle, occupational outlook, and in financial understanding of "the quality of life."). The minority advisor has some measure of influence in the lives of his or her advisees. This influence can be positive or negative, knowing that the advisor's role is in three major areas: 1) maintenance, or custodial functions; 2) group growth functions; and 3) program content functions. The minority advisor has the current generation of minority students as well as unforeseen generations of future minority students to contend with at every decision which affects advising.

Understanding the cultural milieu and developing a positive response to that will enable the advisor to be knowledgeable, an advocate for the students, an interpreter of the institution, and a witness for the total community. Both the student and the institution should feel the power, strength, and support of the advisor. In no instance is the advisor totally the "student's person" nor the "institution's person." The advisor is his own person seeking to provide student and institution with the most meaningful access to mutual development and success.

There is a particular need for the advisor to be knowledgeable about the institution and what is required for graduation. The primary purpose for the advisee being on campus is to get an education and graduate. If this is so, then advisors need to know all about the requirements to graduate. If one knows what is required, then one can advise properly in the selection of courses and the sequences of courses. This is important in that many minority students, in non-minority settings, do not complete their course of study. They usually complete athletic eligibility but not academic eligibility.

Finally, academic advising of minority students needs to focus on the total needs of a unique student in a unique setting. While "in loco parentis" may no longer be a legal aspect of college life, it is still an important aspect in the total life needs of minority students. The advisor is acting in the place of the minority students' parents. As parents, the advisors must see every act and action on the campus as it enfolds as well as engulfs his or her students. Decisions, often seen as trivial, may be quite important in the lives of the minority students. In most instances, these decisions are more important than for majority students because so much of the future rides on that decision. As the parent of the minority student on campus, the academic advisor must then be responsible for decisions made and must be willing to face the students in the light of the decisions made.

"Man, if you can't dig the heavy rap on survival, then you ain't got no buisness trying to pass out any advising--cause you've sold me down the river like they did my folks back in slavery. The only difference is you're trying to pull that stuff in the twentieth century. I'm gonna put your case in the street and ain't no brother nor sister gonna listen to your game. Would you advise your momma the way you advised me?"

Now that's a cold rap, and if one is to advise minoritv students, it would be well to come to understand just what it is saying. Minority students do live in a world where survival is so much a part of every day. Academic advising begins helping them learn the art of survival in academia so that they will better be able to survive in the postgraduate experiences of everyday living. The manner in which the acadmeic advisor matches intellectual pursuit with social development with employability--in that way will advising minority students move from "seeing" to "believing."

MINORITY ADVISOR'S CHECKLIST

__________ Do you know anything about the minority student's background? (i.e., where he/she is from? parents? guardians? school? previous accomplishments? goals he/she has set? other family having been to college/this college? etc.)

__________ What is currently going on in his/her life's development? (Dormitory - off campus, dances, social life on campus/off campus, church/religious interests, social clubs, fraternities/sororities, campus job, off-campus job, etc.)

__________ How are classes and the professors? (Seeking both academic as well as view about attitudes observed)

__________ What do you want most out of your years here? (Allow expressions regarding jobs, social, and other aspirations.)

__________ Who are some of the friends you have? Students and faculty/staff? (To gain referral sources as well as for advisor's assistance)

__________ What do you most want me to do as your advisor? (Be prepared for whatever answer comes forth and do not show any sign of "shock" at whatever answer -- be it the most intellectual to the least intellectual.)

__________ If you were to take my place as advisor to the other minority students, list what you would tell them and list what you would expect of them. (This is a good technique to get all the advisees together and let them write their feelings without having to identify themselves.)

SOUL FOOD[1]

Francena Thomas

This is being written in lieu of the face to face conversation I would like to have with each of you. I'm trying to anticipate your concerns and perceptions about your opportunities for success here at FIU (Florida International University), since in your common racial identity, you are still a diverse group of individuals with different approaches to problem solving. These comments become a broad general view of responses and actions you may choose to add to your own repertoire of interactive and reactive behaviors. For those of you who feel the need to discuss any topic included in more detail, I invite you to stop by the Office of Minority Affairs & Women's Concerns (OMAWC) in PC530 for a discussion with me. In order to assure us the opportunity to talk, it would be better if you made an appointment with my secretary unless some emergency conditions precludes you from extending this courtesy. My number is 552-2785.

This paper includes sections on Affirmative Action, Discrimination, Self-expression, Establishing and Managing an Effective Academic Plan, Testing and Human Relations, not necessarily in the order listed. If you desire to know more about what this office does and what it is responsible for, please turn to page 1 and read the Chancellor's Statement on the role of the University EEO Monitoring Office and Coordinator.

AFFIRMATIVE ACTION

Perhaps we should begin with what Affirmative Action is not. Affirmative Action does not mean preferential treatment. It does not mean special privileges for Blacks as opposed to Whites. It does mean that in the areas of recruitment and retention of students and employees, the University must institute result-oriented procedures which will help Blacks, Women and other Minorities to overcome the effects of past discrimination. These procedures will not help by making academic courses easier for you than they are for others, nor do they mean that you have a guarantee against failing a course.

Result-oriented procedures mean that someone should be available to advise you on whatever concerns you may have, which include finding ways of obtaining tutorial assistance should you need it. The procedures also imply that adequate financial aid should be available to assist you in remaining in school. They mean that you and every other student should be able to learn in classrooms that allow your dignity as a human being to be enhanced rather than diminished. When these assurances are not in evidence, then you should take whatever action is appropriate to the situation by calling on persons in the university who have the responsibility to assist you in bringing about needed changes.

SELF-EXPRESSION

As a Black, you no doubt have suffered numerous assaults on your personhood, and your perception of self may have been damaged over the years as you have come through our educational system from kindergarten to the present. The degree to which these influences have had an effect on you are directly dependent on how well you are insulated against what Shakespeare would call the "slings and arrows of outrageous fortune" that assail you on every side. It depends on how strongly you are able to recognize your strengths and capitalize on them, and by the same token, maintain a keen awareness of your weaknesses and eradicate or minimize them.

Often, as people, we find it difficult to face our weaknesses with as much ease as we can assess our strengths. In order to succeed, it is going to be necessary to recognize the areas in which you have difficulty.

A number of students (whom I have met), and this includes Blacks, Whites and Hispanics, experience difficulty in the use of the English language. I think in many cases this problem with oral and written language assumes greater significance when it is observed in a Black person, because it seems to give credence to a stereotyped view of Blacks as being inarticulate. I am not concerned about your eradicating a stereotype as much as I'm concerned about your being able to communicate in the accepted, established language of business and commerce. If you have received comments from instructors regarding your use of grammar, your ability to write, or your ability to communicate your ideas orally, you are being told that you need to devote some extra time to studying and mastering oral and written communication skills. You should not perceive these comments as put-downs if there is even the slightest bit of truth to them.

I have read and heard a great deal about Black English, and I subscribe to the basic ideas behind it, in that it is a communication mechanism that has as much form in structure and substance as any other linguistic system - So has French - so has German - and so have a lot of other languages, but none is useful in the United States for they are not the languages used in the U.S. marketplace. Therefore, French, German and Black English are all unacceptable as being useful for a student completing his studies here and planning to work in this nation. In order to improve your skills in these areas, I would recommend three basic textbooks which I have found useful in expanding my vocabulary, in dealing with my use of grammar, and improving my writing and speaking abilities. These books are: Miller's Analogies; Plain English Handbook, by Walsh; and The Elements of Style, by William Strunk, and E.B. White, Jr. All are paperback and can be purchased from the University bookstore or checked out of the library. Since you may want to use these books as reference books along with your Thesaurus and dictionary, I would recommend purchasing them if at all possible.

DISCRIMINATION

Discrimination is something all of us practice to one degree or another. Any time we make a choice, we've discriminated against the thing or person not chosen. The unfairness of discrimination becomes apparent when the discrimination is based on such things as race, religion, color, sex, or age. None of these characteristics represent a condition that can be changed at will. Therefore, when persons are denied rights and privileges based on these things, they are victims of negative discrimination. Negative discrimination then becomes the overt evidence of racism and causes inequality in all walks of life when practiced by a whole society.

Here at F.I.U. I feel that there is discrimination as there is in all of the other institutions of our society. I feel that the majority of instructors do not discriminate in reference to how they treat Blacks as opposed to Whites. I do feel, however, that this lack of discriminating behavior on the part of some of our instructors comes about because these enlightened individuals have made a conscious effort to eradicate unhealthy biases from their perceptions and attitudes about people.

By the same token, you must consciously eradicate the negative perceptions of self and others you have collected over the years. The fact that this is a racist nation and that racial discrimination at one time was a practiced, sanctioned behavior, is a matter that we frequently find difficult to discuss - even in the most liberal and sophisticated gatherings.

We must deal with this issue no matter how uncomfortable it may make some of us feel, for only when we recognize its existence can we have a meaningful impact on the problem itself. Any time conditions of this nature exist where one society is treated in an unequal manner and the other is given extra privileges, then it will take generations for the effect of this inequality to be removed.

We are now in a generation that is very near to the time when discrimination was viewed as an appropriate behavior; consequently, there will be vestiges of it from now until our children's children are grown. We can contribute to its removal by recognizing, identifying and helping the discriminating individual to alter negative behavior, or as a last resort, remove discriminating individuals from positions where they can harm others, whose only crime is that they are different.

Therefore, let us consider what your actions should be. First, be sure that you're being discriminated against. Some behavior exhibited by an instructor may be terrible, but do all students receive the same treatment? If so, it is not discrimination - yet it may be generally deplorable. Try not to feel that everything that happens to you, happens because you are Black.

On the other hand, I would suggest that if you are in a situation where you feel discrimination is being practiced, then document it. I know that documentation takes time and effort, but it is the right of the accused person to have you prove your charges. I suggest you follow these simple rules for documenting what you perceive to be a charge of discrimination:

1. Write down exactly what is said or done, when and where the incident occurred.
2. If there are witnesses, check your perceptions out with them. It is not to say, that if no one else felt it or saw it, then it wasn't valid. It simply strengthens your

case if others feel it and see it. If there are no witnesses who feel as you do or who did not witness what you saw, then perhaps you should observe the situation more closely before you draw conclusions.

3. Collect all the evidence you can find that supports your perception and this does not mean that you ignore the information that does not support your contention. You utilize all factors to evaluate all that you have observed.
4. If possible, arrange a conference with the offending individual. Determine what was intended by the comment or act and share with them what was perceived by you. Impress upon the person that whatever you are disturbed about has a detrimental effect on your learning.
5. Keep a running log of incidents that occur in reference to this situation.

There are a number of University governance bodies that can and should be actively involved in eliminating any racist or discriminating behavior from occurring on this campus. The persons who serve as Chairpersons of the Faculty Senate, of the Student Senate, and of the University Council should be notified, not to mention that assistance that can be obtained from the Office of Minority Affairs and Women's Concerns.

In the final analysis, the President's Office is always open after you have exhausted all other possibilities.

Now, how about entering the classroom? Do you go into the classroom with a chip on your shoulder, or with the attitude that most things that happen will be attributable to your Blackness? Perhaps that's what you will find.

You and every student here should enter that classroom with the idea that you are expected to succeed at the same rate as other people are expected to succeed. You are expected to have your assignments in on time, and to do your readings and to satisfactorily complete your assignments and projects. What happens in many cases is that statements are made against individuals that cannot be supported. When you cannot support the statement, it appears that you were not aware of all the facts, or that possibly you were the person at fault. Examine yourselves carefully and your motives and your perceptions before you make a charge. But do not fail to make a charge if you do feel that you've been genuinely wronged and you're dealing with discrimination or racism in any endeavor you may undertake on this campus.

TESTING

Often many of us, before we take exams get terribly nervous. Our palms sweat, or knees knock and our minds go blank. We are unable to remember anything that we learned or studied. I want to point out that this is not a malady from which only Black people suffer. It is something that a number of people find themselves a victim of because some people just cannot take tests.

Some of the reasons that people give for freezing at test time are:

1. That they rarely feel that they are effectively prepared for the test.
2. They feel the instructor will try to trick them and bring in something that they have not studied.
3. They just don't understand enough about what they are being tested on.

What can be done? Through experience I have learned that test taking is an art, especially such tests as the SAT, the GRE, and other entrance examinations. Knowledge is involved, but there is also a method of taking a test.

There are several articles that have been written on test taking in the library and in the book store. Recently I read an article in Human Behavior Magazine, June 77 issue, called "The Secrets of Passing Exams." In addition, I would suggest that you start working on your own head. Take yourself on a "head trip." Force your mind and body to relax. I don't mean to be so relaxed that you fall out of your chair, but relaxed to the degree that you feel secure, so secure that you will not allow anyone to invade the privacy of your mind to the degree that they make you feel unable to function.

Another trick to try when taking timed tests is to go through the entire test and answer the items that you KNOW the answers to; then go back and work on those more difficult. Remember the fact that other people have passed that test. Some of us are extremely bright in one area and others bright in another. My own personal feeling is that we have ability in all areas, it is just a question of which we choose to develop. I think each of you has a hidden wealth of skills & abilities that you have not tapped because you have been dealing too long and too much with what other people think about you. You must start letting yourself be the primary judge about you and your future and what you're going to do and be.

GRADES

Suppose you feel that you have a genuine grievance against an instructor or against someone else regarding a grade.

There are University grievance policies, that have been expressed and these are delineated in the Source Handbook which is available in the Student Activities Office. Often your grievances involving a grade can be handled on a departmental level with the respective school. You should attempt to resolve the problem at that level.

COMMITTEE MEMBERSHIP - A PARTICIPATING ROLE

Committee activity is an important part of university decision making. When a major decision is to be made, various organizations and the University Senates are tapped for input. Often Black students fail to participate even in the United Black Students (UBS) organization because they feel that their own involvement is a waste of time. I want to assure you that the present administration is committed to the idea of governance and participatory decision making. It is up to you to make your voice heard. Join SGA and other student organizations and university committees.

In order to be an effective participant in Clubs and Organizations, you need to know, understand, and utilize Roberts Rules of Order. I cannot emphasize strongly enough, the importance of learning all there is to know about Roberts Rules of Order.

Human relations, sensitivity, concern about your fellow human beings, interactions with other humans, are all related to our perceptions of self. Human relations speaks to the fact that all of us have certain intrinsic needs that can either be enhanced or diminished by our relationships with others. You can make others feel important and useful too, if you are willing to smile every now and then and if you are willing to relate to other people in a human way rather than if you are always in a Black/White confrontation situation. You must be able to ignore someone elses' ignorance level and continue to support your own humanity and your own right to be respected. Often individuals who are trying to impact on you in a negative manner, find themselves unable to sustain their attack when it seems to be doing no good. If you don't respond in a way that indicates that you have been hurt, or that you are taking them seriously, then they have no reason to continue the behavior that they're exhibiting, since it's not working.

MANAGEMENT OF YOUR ACADEMIC PLAN

When you enter F.I.U., you have already put in two years at some other institution. In most cases, you have been to a Community College. That means that you've usually made some decisions about the career you're going to pursue. It is important here to make the distinction between a career and a job. A career is a way of life that you expect to enjoy as well as profit from. A job, on the other hand, may simply be a way of sustaining yourself for short periods of time. A job is usually predicated on whether it satisfies survival needs. Some careers, we know, are chosen simply because the individuals want to be of service, as the salary scales that are offered for these services are so meager that the individual could not possibly hope to get rich by pursuing them. It is to our credit as a nation that we still have a number of people pursuing these necessary but underpaid service professions.

As you think about what you're pursuing and you try to make your plans, decide what your goals are. Do you want to make a lot of money? Do you want to serve the community? Do you want to feel fulfillment simply in a professional way? Do you want to be famous? What is it that you really want?

All of the above are legitimate pursuits. It's just a matter of making a choice as to what you want out of life. Many students come to college without any idea of what it is that they want to be and do. If you are in that category, then you should explore all the possibilities by going through the University Catalog and looking at what the University has to offer. As you go through the Catalog, you need to also be aware of what the job market is like in the field of your choice, especially if you want to be employed immediately after graduation. If you want to make money, then you need to know what the average salary is of a person in that profession. For example, I know that in the School of Hotel, Food and Travel, a new graduate has the opportunity to earn up to $12,000 a year. Unfortunately, few Blacks pursue this field simply because many of them see it as a continuation of the menial roles Blacks held in this field in the past.

Another issue that is disturbing is that many Black students tend to avoid the hard sciences and technological fields because they may not have experienced success with them in earlier years, or they may not have been positively exposed to them during their high school years.

FOOTNOTE

[1] Excerpt from The GIT Book*, Black Students Hanbook 1977, Office of Minority Affairs and Women's Concerns, Florida Inter-National University.
*Getting It Together.

DECISION MAKING SKILLS

This is designed to aid you in the process of making a decision. This step-by-step model can not only be used in helping you to make a decision about a major and an eventual career but can also be applied to many other types of decisions as well.

STEP 1

Define the decision or problem including when it has to be made. Suggestions:

1. Develop some idea of a general vocational goal in order to start thinking about selecting a major.
2. Find an alternative to a career which you have already been thinking about by fall registration.

STEP 2

Make a list of possible alternatives to the decision defined in Step 1. Suggestions:

1. Start with a brainstorming approach in which no possibilities are excluded or evaluated (i.e., don't limit alternatives based on your abilities at this point).
2. Ideas and alternatives can be obtained from: past jobs; courses you like in high school or college; fantasies about work; clubs, hobbies and activities; observations of people in the world of work; interest inventories; and things you may have read.

STEP 3

Collect information about the alternatives you listed in Step 2. Suggestions:

1. Establish which information you want to collect first.
2. Know the types and sources of information you will need to have (see attached sheet for campus and local resources).
3. Add any new ideas to your list of alternatives in Step 2.

STEP 4

Examine the consequences of each alternative. Examples:

1. I like sociology but wouldn't be able to do much in the field without a graduate degree.
2. I've decided on accounting because I can get a job right after graduation and make a fair amount of money.

Suggestions:

1. You may want to reorder your priorities based on the consequences of your choices.
2. Some common consequences are: the number of years it takes to complete education or training; the availability of training programs; the completion for jobs; monetary gain; wealth and status gain; opportunities for advancement; physical demands; etc.

STEP 5

Tentatively select your alternative(s) to act on.

Suggestions:

1. You may want to keep in mind other related alternatives since this is sometimes safer than making one specific choice.
2. Make the decision which is best for YOU.

- University of Nebraska at Lincoln

Decision Making

Skill in Decision-Making can be a great help in a variety of situations. For instance, have you been wondering . . .

What is going to be my major?
How important is school to me right now?
What are really my goals in life?
Where do I go from here?
What profession should I choose?

Whether you have a question similar to these, or one entirely different, there are some basic steps which can help you in reaching a difficult decision. Try these suggested steps in your situation. We have also given, in parentheses, an example of each step for a student making a decision regarding a major.

1. **Recognize and define the decision to be made.** (e.g., I need to decide on a major within about one or two years.)
2. **Gather all available information.** (e.g., Read catalog, take exploratory class, take interest and ability tests, go to the Career Information Center, and talk over the data with an advisor.)
3. **Develop a list of alternatives.** (e.g., My major will probably be from the Social Sciences. The top three are political science, sociology, and anthropology.)
4. **Assess the risks and count the costs.** (e.g., Political Science would take one extra quarter. Sociology requires statistics. Anthropology has the fewest job prospects.)
5. **Make an initial decision.** (e.g., Political Science is really where I have the most interest.)
6. **Develop and then implement a plan.** (e.g., I have planned the schedule of classes for each quarter, and can finish by June of 1977.)
7. **Evaluate the success of your plan.** (e.g., It has now been two quarters since I made the decision. I really enjoy the classes, and have applied for an internship with the legislature.)
8. **Proceed with the plan, or re-evaluate.** (e.g., I will proceed with my plan. I already have some prospects after graduation.)

--University of Utah

CAREER COUNSELING AND ADVISING

ADVISING AND THE LIBERAL ARTS

Kenneth L. Janzen
Hamline University

A Faculty Adviser at Hamline University has a special responsibility for the integrity of the academic program. The usual case in most colleges is to have this responsibility embodied in the structure of the curriculum. At Hamline, we must depend upon the wisdom, guidance, and effort of each faculty adviser. This reliance upon the faculty adviser is particularly crucial in the assistance and approval given students in the design of course work outside the major field. Unless some guidance is given by the faculty adviser we may lose any coherent impact as a liberal arts college of particular merit.

The encouragement of individuality by students and faculty advisers is a strength of our system and should not be lost. Never-the less, the educational values of the college should also be preserved. For this reason I strongly urge each faculty adviser to give serious consideration to the points noted below when advising students concerning course selection outside the major. These points are noted because they are important to the liberal arts tradition as developed at Hamline.

1. A balance of course work in arts and science is essential to the liberal arts. Flexibility must not be allowed to become a means for avoiding fields of study in which students believe they are not interested, and for producing graduates whose education is badly skewed.
2. Hamline has placed strong emphasis on the importance of gaining perspective on one's own culture by studying other cultures, national settings, religious traditions,

literary and artistic creations, or linguistic backgrounds. Some such study should be part of each student's education at Hamline.

3. The study of a language other than one's own has recieved special approbation at Hamline. Such study is important to continued scholarly activity, and to participation in the increasingly international contacts of peoples in our world. I believe there should be good and positive reasons to the contrary before an adviser approves student programs which omit language study.
4. Hamline has always been in the tradition of those liberal arts colleges which emphasize the importance of academic study of religion as essential to an understanding of our own culture.
5. Independence and individual responsibility in learning is a significant goal at Hamline. Students should be advised in such a way that they do work which will help develop the skills needed for independent intellectual activity.

Your attention to these considerations will strengthen the advising process at Hamline and significantly contribute toward accomplishment of our institutional objectives.

I. TYPICAL STATUS OF THE ENTERING STUDENT REGARDING CAREER PLANS

There are essentially two modes for entering students regarding their career plans, each with a set of problems. As you will note, both of these modes are completely intutitive.

1. No real plans for future, all anxieties and expectations center on being in college. A time for decision will come through.

2. Very well defined plans for the future, but not necessarily based on best evidence.
   (N.B. There is evidence that these patterns are changing. The program of Career Education which has developed in the schools across the last few years seems to have had a decided impact on students' vocational decision making. They are better informed about career choice and definitely more interested in seeing how further education will prepare them for careers.)

II. PROBLEMS OF THE LIBERAL ARTS COLLEGE

A critical problem we face at the liberal arts college is that of clarifying and articulating the vocational merits of the liberal arts. There are abundant and inexpensive post-secondary educational programs which bear a one to one relationship between the course of study and entrance into a career after college, e.g., law enforcement, nursing, accounting, engineering etc. This problem is compounded by a general disregard among liberal arts faculty for relating education to vocational concerns. Let us remember that on the day a student of German literature or a student of philosophy chooses to become a professor in that discipline, every course in the field thereafter is in every sense of the work vocational, i.e. preparation for a "calling." There is no room here for invidious distinctions about the quality of spirit in the various disciplines.

III. VOCATIONAL MERITS OF THE LIBERAL ARTS

In the simplest formulation, the vocational merits of the liberal arts are skills, intellectual skills which provide for flexibility, versatility and adaptability in the careers which follow the college years. On analysis it turns out that the subject matter area of expertise which a graduate can offer the employer has relatively little to do with the nature of the work to be performed. The graduate does, however, have such skills as reading, writing, quick learning, analysis, synthesis and effective human relations which can be employed to the benefit of all. Some points to keep in mind about the careers of liberal arts graduates:

1. A career will incorporate many different jobs, some of which may be relatively unrelated to past experiences. It is projected that the average professional worker will change direction within his or her career 8 or 9 times in the course of a working life.
2. The liberal arts have historically, at least, been excellent preparation for a successful career. They are good preparation for moving into managerial and supervisory positions where policy is made. The tortoise and hare effect is clearly delineated. Measured in terms of salary, the liberal arts graduate starts rather slowly compared to the more vocationally educated person, but rapidly moves ahead. Anecdotally, J. Paul Getty notes in an article in Playboy that 10% of the corporate officers of the Fortune 500 top American corporations are Phi Beta Kappa graduates of liberal arts colleges. In addition, there is statistically sounder information to support the vocational merits of the liberal arts.

CAREER COUNSELING AND ADVISING

As stated earlier, a college degree no longer means automatic entry into the ideal job that leads to fame and fortune. Professors are being called on more and more as career counselors as the relationship between their own program and post-college existence is being questioned. Thus you should have a good feel for what is happening in your own area. This is much easier if you are in a pre-professional program; those of you in the social sciences and liberal arts need to spend more time in career education.

You should have a sense of the job market for people in your area. This includes the kinds and number of jobs available, where one would have to go to get them, the approximate income from the job, and the future of your career. This last point is important, as you will be talking to students who are considering entering your career area several years in the future. You should also know what career options are available, and what level of education is needed for successful competition in a certain market.

The sources of this career information are many. First, there is your own experience. This is valuable first-hand information when advising a student on your field. Secondly, there are your colleagues; as some of them might have a better sense of the market, refer students to them. Then there are your own trade journals and publications. As an advisor, you should keep yourself informed by frequent referral to these professional publications. And finally, there are offices of career information on the Alabama campus.

- University of Alabama

VOCATIONAL/CAREER ADVISING SKILLS

SKILLS RELATED TO VOCATIONAL CHOICE TO BE LEARNED:

ABILITY TO HELP THE STUDENT EXPLORE HIS PERSONAL CHARACTERISTICS

1. What does the individual want to do? This involves his interests, motives, and values. Does he like to work with people or with ideas or with things? Is he more interested in helping others or making money? Does he survive under pressure or does he prefer a more leisurely pace without deadlines? What would he like his occupational experience to help him become? What would he like to be doing ten to twenty years from now?

2. What kind of experiences has he had in the past? What effect have these experiences had on him? Or what he might plan to do with his life?

3. What can he do--or learn to do? This involves his abilities and aptitudes. What is his general level of intelligence? What knowledge and skills does he have? What is his potential for acquiring further competence in particular areas? Does he have any outstanding special abilities, such as musical or athletic ability?

4. How do his abilities and resources limit his choice? This involves both the individual's present qualifications and the resources available to him for further needed training. Some occupations require extensive undergraduate

and graduate preparations; where the student is not in a position to meet the requirements for admission to an occupation, he may have to eliminate that occupation from serious consideration. Relevant here, too, are questions about how his age, sex, and health might affect his potential for success in a given occupation.

5. What effect will his parent's or other family member's opinions regarding an occupation have on his selection of and success in the occupation?

ABILITY TO HELP THE STUDENT EXPLORE VARIOUS OCCUPATIONS

1. If the student is undecided on an occupation, you should help him with some of the occupations which are in accord with his personal characteristics. You may need to refer to other sources of information, such as the library, media center, and other faculty.

2. If the student has decided on an occupation, the following questions, among others, may need to be explored.
   A. What is the employment outlook? Will jobs be available when the student graduates? Will the job outlook continue to be good? In what geographical areas can the student expect employment? The Occupational Outlook Handbook is a primary resource.
   B. What are the requirements and working conditions of the occupation under consideration? What training and skills are needed for admission? What general personal qualities--such as initiative, social competence, a particular temperament, or physical endurance--

are required? What would the individiual be doing from day to day and in what kind of setting? How do these requirements fit what he has to offer and what he enjoys doing?

C. What does the occupation have to offer? What rewards and satisfactions can be expected in terms of income, social status, and opportunities for advancement and personal growth? Are the rewards and satisfactions of the kind the individual most wants? Will the individual find the work interesting and personally rewarding? What can he expect to contribute?

D. What changes are likely to occur in this occupational area? Will the person be able to adjust to the changes?

SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self

concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.

8. The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and edocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of

role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

- The University of North Florida

BASIC PRINCIPLES AND REQUIREMENTS FOR EFFECTIVE ADVISING

FIVE BASIC PRINCIPLES OF EFFECTIVE ADVISING

1. Advising recognizes and provides for individual differences in student needs, abilities and interests.
2. Advising must strictly adhere to a code of ethics that respects the student's rights.
3. Advising requires a high degree of familiarity with all pertinent information.
4. Advising recognizes that each item of information must be interpreted in the light of all other information about the client.
5. Advising employs guidance, not compulsion.

TEN REQUIREMENTS FOR EFFECTIVE ADVISING

1. When possible, learn each advisee's name and review other pertinent facts prior to his or her arrival.
2. Act as liaison between advisees, faculty and administration; interpret college policies and regulations by giving the history and reasons for such actions.
3. Know the variety of personnel services available to assist students and the proper procedure for advisee referral.
4. Practice what you preach.
5. Be yourself and act naturally; don't play a role or pretend.
6. Recognize your own limitations in helping the advisee--you cannot solve everything.
7. Display appropriate restraint in showing surprise or resentment at anything the advisee tells you.

8. Keep confidential information to yourself; don't be a gossip.
9. When a specific problem is introduced, examine it from the advisee's point of view rather than from your own viewpoint.
10. Refrain from giving false reassurances or from minimizing the problem.

- Ricks College

THE ROLE OF CAREER COUNSELING AND PLACEMENT IN THE COLLEGE AND UNIVERSITY

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(Remarks prepared for presentation to the College Placement Council meeting. Washington, D.C., May 29, 1975.)

INTRODUCTION

These remarks are intended to serve as a set of constructively critical generalizations regarding the present, as opposed to the needed, role of career counseling and placement in college and university settings. In general, generalizations regarding campus conditions are easily refuted by specific examples. I will welcome refutation by those supplying such examples. That is, these remarks are built around a general "if the shoe fits, wear it" philosophy. I have a strong feeling that the "shoe" to be pictured here may "fit" a large number of colleges and universities in spite of the fact that its design may have little initial appeal.

This presentation is divided into three parts. First, I will briefly discuss the goal of education, as preparation for work, in terms of its appropriateness for American higher education in these times. Second, I will make a series of highly critical comments regarding the current status of career counseling and placement in college and university settings. Finally, I will outline a series of suggestions for change that seem, to me, to be needed. The basis for these remarks rests simply on my own background of knowledge, experiences, and beliefs. I have purposely avoided citing any statistics or research studies in order to emphasize the purely personal bias inherent in these remarks.

EDUCATION AS PREPARATION FOR WORK: A GOAL OF AMERICAN HIGHER EDUCATION

This audience should need no reminder that higher education in America, with its emphasis on preparing persons for the ministry, began with a strong commitment to the goal of education as preparation for work. It is equally obvious that, over the years, the goals of American higher education have broadened to include preparation for living, rather than only preparation for making a living - i.e., for work in the world of paid employment. This broadening of goals is, in my opinion, laudatory. It becomes subject to criticism only when education, as preparation for work, is eliminated from or given a very low priority among the goals of American higher education.

I have no objections to those who hold that the prime goal of American higher education is to teach students to think. I only ask that we also value teaching students to think about something constructive. I have no objections to those who seek to help college students appreciate life and living. I ask only that those who learn to appreciate life also learn to contribute to making life better for others. I have no objections to those who seek to help college students enjoy life. I ask only that we give equal attention to helping students learn how to pay for that which they enjoy. In short, I do not ask that education, as preparation for work, be regarded as the only, nor necessarily the single most important goal of American higher education. I ask only that it be regarded as one of the prime goals of our system of higher education.

In saying this, I am not asking that this goal be accepted or emphasized by all institutions of higher education. One of the greatest strengths of our system of higher education lies in its diversity. That diversity must be preserved and encouraged. If a particular college or university does not include education, as preparation for work, among its prime goals, I simply ask that it make this clear to the students who attend, the parents who pay the tuition, and, if appropriate, to the taxpayers who subsidize the institution. If, after making this clear, the institution can survive and flourish, I would congratulate it and wish it well.

If, on the other hand, the institution clearly purports to hold education, as preparation for work, among its major goals, then I simply ask that it demonstrate its commitment to this goal through comprehensive and conscious efforts aimed at attaining it.

The time is past when the simple existence of a college or university can be automatically assumed to represent a commitment to education as preparation for work. True, the generalization still holds that more education makes one better prepared to find work in the world of paid employment - and there is ample evidence available to justify this claim. At the same time, it is increasingly also true that the optimum amount of education required as preparation for work varies widely from occupation to occupation - that, in terms of job requirements, it is possible to be "over-educated," as well as "under-educated" for a particular job. The boredom of the "over-educated worker" can be as big a contributor to worker alienation as can the frustration of the "under-educated worker."

A college degree, by itself, is no longer a guarantee of employment. Increasingly, employers are looking for persons possessing specific skills that accompany the degree. This, of course, does not mean that the degree has lost all its value in the job marketplace because this certainly is not the case. It seems to me that the college degree will come to represent the quality of adaptability that becomes increasingly important as the rapidity of occupational change continues to increase. As such, it will continue to be valued and sought. The quality of adaptability will grow in importance as a necessary condition for employment, but decrease in importance as a sufficient condition. The presence of a set of marketable job skills must, for most individuals, be seen as equally important as a prerequisite for successfully entering and competing in an increasingly complex service-information-technology oriented occupational society.

As major contributors toward acquisition of adaptability, the role and function of the liberal arts in higher education will, in my opinion, continue to be of major importance in two ways. First, it will be important in the world of paid employment. Second, the liberal arts will be increasingly important as preparation for work in which individuals engage representing productive use of leisure time. This seems to me to represent an important point, not only in emphasizing the importance of the liberal arts as preparation for employment, but also in emphasizing the importance of unpaid work, as well as paid employment, as a means of bringing personal meaning and meaningfulness to the lives of individuals.

CURRENT CONDITIONS IN AMERICAN HIGHER EDUCATION: A CRITICAL VIEW

If education, as preparation for work, is accepted as a major goal of most colleges and universities, it is proper to ask about the extent to which this goal seems to have been attained. Further, if this is assumed to be an institutional goal, then it seems proper to ask what actions the institution is taking to attain it. That is, the question cannot be answered solely in a "results" sense - for example, in terms of how many graduates found employment upon leaving the campus. Rather, a significant portion of the answer must be phrased in terms of conditions existing on the campus itself. Unless this is done, changing economic and occupational conditions will be substituted for institutional accountability in goal attainment. That, I am afraid, is exactly what has happened far too often in the past.

In my opinion, most colleges and universities in America have been remiss in accepting and in implementing education, as preparation for work, as a major institutional goal. To illustrate my concerns, I would first like to paint the picture as dismally and bleakly as possible. I do so in order to illustrate the seriousness of the problem rather than to issue a series of blanket indictments. Following this, I would like to take a more positive view by pointing to a number of promising changes that have seemed to emerge in the last few years.

First, let me state the charges in a negative fashion. In my opinion, each of the following conditions has existed and still exists today to a greater extent that is warranted by any institution that professes to value the goal of education, as preparation for work:

1. Too many college freshmen come to campus with no clearcut or even tentative occupational goals. They have used the decision to attend college, not as a means of implementing career decisions, but rather as a means of avoiding such decisions. They left high school asking the question "Should I go to college or should I go to work?" as though going to college was a means of avoiding going to work.
2. The career counseling function has been assigned a low order priority on too many campuses. With inadequate assistance available, students have chosen career goals based on such extraneous factors as whether a given

course was taught at 8:00 a.m. or at 10:00 a.m., whether a particular professor was considered "hard" or "easy," or how far they had to walk across campus to take a given course.

3. The placement function, on too many campuses, has received an even lower priority and assigned even lower status than the career counseling function. As a result, many placement offices have been under staffed, under publicized, and physically located in remote locations that are difficult for students to discover.
4. Too many professors express little or no interest in what students may do with the content being taught. Relationships between course content and career decisions are under-emphasized by too many professors. Too many professors appear to have adopted a philosophy which holds, in effect, it is none of the professor's business what students may choose to do with the content being taught.
5. Too many professors spend little or no time talking with individual students about career plans. Office hours for individual student appointments are often too few to be devoted to anything other than immediate course problems.
6. Too many representatives from business and industry visit college and university campuses primarily for purposes of recruiting and selecting job applicants. Many have spent more time complaining about the poor job higher education has done in preparing students for the real world of work than they have spent in collaborative efforts designed to help higher education solve the problem.

7. Work experience and work-study programs, on too many campuses, are either non-existent or only token efforts when considered as part of the career decision-making process. More college students who hold part-time jobs while attending school do so for purely economic reasons than for reasons related to career exploration and career decision-making.

I make these statements as general charges based on my observations and experiences, not as research conclusions. I have tried to state each charge in a form susceptible to research in the hope that such research may be stimulated. For my part, I am sufficiently convinced that each charge has sufficient validity so as to justify some corrective action now.

Having made this set of charges, I would like to conclude these observations regarding the current scene with some more positively based statements. I sense a feeling on college and university campuses that our students are much more serious about career decision making today than they were even five years ago. I know that, on several campuses, what used to be called the "placement office" has now been renamed the "career development center" and functions of such offices have been broadened considerably - even, on some campuses, to the extent that students are exposed to such services during freshman orientation activities. I know that college and university cooperative education programs are on the increase, however slowly, and are much more numerous today than they were only a few years ago. I know that the use of the concept of "executives in residence" is increasing on college and university campuses. In all these ways, it seems clear to me that the American system of higher education has moved and is continuing to move positively toward efforts to meet the goal of higher education as preparation for work.

Laudable as such trends are, it seems to me that, on most college and university campuses, it is still a matter of "too little too late." As a final part of this presentation, I would now like to make a series of proposals for change.

PROPOSALS FOR CHANGE IN CAREER COUNSELING AND PLACEMENT IN HIGHER EDUCATION

Dwindling enrollments and economic difficulties are causing serious problems for American higher education at the present time. In my opinion, the creation of a comprehensive action program emphasizing relationships between education and work would do much to turn this situation around. I do not think this can be accomplished simply by increasing the numbers of career counselors and placement specialists on the campus. The problem is too serious and too complex to lend itself to any such simple solution.

Before proceeding to describe the elements I consider desirable to ensure high quality career counseling and placement on college and university campuses, I feel I must describe three fundamental directions for change in higher education which, while essential to successful career counseling and placement, go far beyond these functions in terms of their implications for higher education. First, it seems to me the time has come for American higher education to state its goals and mission in ways that make clear college is not an appropriate nor desirable choice for everyone. While the need for some form of postsecondary education is sure to increase, the need for college and university graduates has finite limits in today's occupational society. It seems to me American higher education must share the responsibility for making it clear to both youth and adults that different kinds of postsecondary institutions exist for different purposes.

Second, I believe the time has come to emphasize both the adaptability and the occupational preparation functions of higher education as being of equal importance rather than in a competing relationship. Both are essential if the goal of education, as preparation for work, is to be attained. Top priority, it seems to me, should be placed on ensuring high quality instruction in all areas, not in emphasizing the function as more basic, more important, or more prestigious than the other. An emphasis on quality instruction is the best way of assuring quality of degrees awarded. American higher education, it seems to me, owes this assurance of quality both to its students and to those who employ its graduates.

Third, it is my personal belief that the time has come to abolish faculty tenure and to substitute valid due process procedures for use in decisions to retain and promote faculty members. Faculty tenure has, for many years, been held as essential to protect the right of the individual faculty member to say what she or he believes to be the truth along with the freedom to seek for new truths. Such freedoms are part of the bedrock of the higher education concept and must be preserved. The tenure system is not the only viable means available for protecting such freedom. A true system of due process, under which each professor is judged in terms of contributions to teaching, research, and service in some mutually agreed combination, would, it seems to me, be infinitely superior to the tenure system in these times. Freedom to do is not freedom to do nothing. Yet, on too many campuses, the professor who has attained tenure seems to have forgotten this. I see no way in which higher education can be truly accountable to our society in these times unless the tenure system is replaced with a due process system based on performance evaluations. I say this as one who has held faculty tenure since 1957 and who continues to hold it today. I will be happy to trade my tenure for a due process system based on performance evaluation having valid and objective indicators. I think many of my colleagues would join me in this plea.

These three kinds of basic change in American higher education will not come easily or quickly. While awaiting their evolution, there are a number of other less traumatic changes that could be instituted, each of which holds potential for improving career counseling and placement on the college and university campus. To fully describe each would require far more time than remains. Thus, I will limit these remarks to a matter of simply identification.

First, I believe the college admissions, orientation, career counseling, and placement functions should be centralized and coordinated into a single unit. The placement function should begin prior to the time the student is admitted on campus. A single campus organization dedicated to helping each student answer the questions of (a) Why should I attend this institution?; (b) What am I readying myself for?; and (c) How can I capitalize on the education I have received?; makes very good sense to me.

Second, I believe every college and university student should be encouraged to make career decisions during her or his college career beginning with the admissions process. The proportion of college students with no declared major on our campuses today is alarmingly high. To offer such encouragement to students in no way needs to be or should be regarded as forcing premature, irrevocable occupational decisions on persons who are not ready to make firm decisions. The right to change should be held as sacred as the importance of choosing. We can protect and encourage that right if we dedicate ourselves to this effort. I am convinced it would pay big dividends in terms of both student behavior and student academic performance on the college and university campus.

Third, I believe a career education resource center should be established on the campus of every college and university that holds education, as preparation for work, among its top goals. Such a center, in addition to housing staff members assigned to the admissions, orientation, career counseling, and placement functions, would also house staff members required for work experience and cooperative education programs. It would include, among its facilities: (a) an extensive library of occupational and self appraisal materials; (b) a career simulation facility that would be available to students who, in the process of career decision making, want to explore what work would be like in a particular occupation; and (c) interview rooms available for use by both faculty members and representatives from business and industry who are visiting with students about career plans.

Fourth, I believe both work experience and cooperative education opportunities should be made available to students as part of the career decision making process. Further, I believe students should receive college credit for participating in such activities that recognizes the viability of combining a "learning to do" with a "doing to learn" emphasis in the total educational program. While I do not believe students should be required to participate in such programs, I am convinced that large numbers would elect to do so were bonafide opportunities available to them. Such opportunities should represent both paid and unpaid experiences.

Fifth, I believe the business-labor-industry-professional community should share responsibility with faculty members in helping college students to understand and capitalize on relationships between education and work. To this end, I believe representatives from the business-labor-industry-professional community should, from time to time, be released from their regular places of employment to work on the college and university campus. There, their services could be valuable in many ways including: (a) serving as resource persons to university faculty members concerned about relationships between education and work; (b) serving as consultants in establishing and furnishing the career simulation facility; (c) serving as career advisors to students who wish to inquire about various occupational areas, either individually or in career seminars; and (d) serving as part of the career counseling and placement staff. This idea, in my opinion, would be even more viable if it included opportunity for faculty members to exchange positions with persons from the business-labor-industry-professional community for finite periods of time. As one who is currently participating in such an exchange program, I can assure you that I believe my current experiences will be helpful to me and to my students when I return to the university campus.

Beginnings could be made on each of these five steps almost immediately without the necessity for great increases in expenditures. The primary cost would involve effort, not money. To invest in such costs holds high potential for paying valuable dividends.

CONCLUDING STATEMENT

This presentation has concerned itself with a series of pleas aimed at emphasizing education, as preparation for work, as a vital and viable goal of American higher education. I have tried to make clear my strong beliefs that, while this represents only one of a number of worthy goals for higher education, it is one that deserves and requires more emphasis than it has received to date. I also tried to make it clear that I am, in no way, asking all colleges and universities to hold or to cherish this goal. I am simply asking those who profess to hold this goal to do more than has been done to date to emphasize it.

Second, I tried to make clear my belief that ample evidence exists that demonstrates both the past failures of American higher education to give this goal high priority and the current needs of students that call for such an emphasis. Third, I purposely inserted three of my personal biases regarding basic needed directions for change in American higher education. I did so primarily because each holds great implications for affecting the ability of any institution to effectively emphasize education, as preparation for work. Finally, I presented five action steps that any college or university could take almost immediately if they chose to respond positively to challenges presented here.

I would close with the same admonition with which I began this presentation - namely, "if the shoe fits, wear it." I am convinced, if considered soberly and objectively, this shoe does indeed "fit" a great many institutions in whole or in part. I hope that the initial resentment these words are certain to provoke will not delay long the thoughtful consideration of these pleas.

SOME THOUGHTS ON CAREER DEVELOPMENT

Career development is a major concern today. Some of the topics being discussed by students, faculty, administration, and the public which reflect this concern are as follows: relating one's choice of major to getting a job; maintaining academic credibility in the face of economic pressures to become controlled by the job market; and questioning by lawmakers and the public about the relationship between a college degree and the job market.

Below are some suggested practical goals that each student and department might look at as they develop their own programs to improve career development activities on this campus:

One aspect of career development is self-awareness. Students should...

1. Be able to assess their own interests and values that may affect career decisions.
2. Be familiar with resources available to help persons assess their interests.
3. Be able to assess their own specific abilities that may affect pending career decisions.
4. Be able to associate the abilities they are developing with potential choice of career.
5. Be able to identify ways to improve career and occupational capabilities through extracurricular activities and part-time work.
6. Be able to apply the steps of the decision-making process to career decisions.
7. Be able to identify job characteristics which are important to them.

Another aspect of career development is knowledge of the world of work. Students should...

1. Know types of occupations most likely to satisfy their personal interests and values.
2. Know the major duties and required abilities of jobs in the occupational family of their career choice.
3. Understand differences in responsibilities of various jobs within the occupational family of their career choice.
4. Be aware of the general satisfactions people obtain from various kinds of jobs.
5. Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others.
6. Understand the value of maintaining a number of occupational alternatives.

A third aspect of career development is skills required to actually obtain a job. Students should...

1. Be able to identify the steps in a process of obtaining a job.
2. Know how to find resources to help them in the job-seeking process.
3. Know ways to evaluate and improve their job-seeking skills.
4. Be aware of generally accepted personnel selection practices.
5. Know several sources they can use to find out about job possibilities.
6. Be able to identify a number of job possibilities for which they are educationally qualified and that require the competencies they have developed.

7. Know how to investigate an organization, institution, business and/or community concerning a job.
8. Be able to evaluate job possibilities considering the job characteristics which are most important to them.
9. Know how the job market operates in specific occupations.
10. Be able to identify the qualifications required for the jobs in which they are interested.
11. Be able to prepare a letter of inquiry and resume, in the appropriate form, that reflect their qualifications for the jobs for which they are applying.
12. Be able to obtain and use references appropriate for the jobs for which they are applying.
13. Be able to identify possible questions they may be asked in interviews.
14. Be able to articulate why they are qualified for the jobs for which they are applying.

- University of Nebraska-Lincoln

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A STUDY TO DETERMINE HOW COLLEGE STUDENTS APPROACH THEIR CAREER DECISIONS

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(Presented at the American Personnel and Guidance Association Chicago Convention, April 11-14, 1976)

The purpose of this research study is to find out how college students approach their career decisions. Do they (1) choose their major first, (2) select their occupation first, or (3) use some other career decision approach?

At present, throughout the United States, considerable time and money are being spent by public and private colleges and government agencies to assist students and other adults with their career development. It is quite possible that much of this money could be better utilized if effective career development principles were followed.

In order for counselors to be more effective in aiding students with their career development it seems that they need more detailed knowledge and understanding of the dynamics of career development. Quite often career counselors work with a framework of knowledge that is too general in nature to really help students. To illustrate, college students are often asked "What are you planning for your career?" or "What do you plan for your life's work?" These questions are very general in nature and as a result it is very difficult for students to answer.

The research of (Dole, 1963; Miller and Thomas, 1966) provides information which gives more specific direction to career development efforts when they conclude that educational choice and occupational choice are similar but should be handled separately when working with students. Usually vocational choice is stressed and educational choice is neglected (Ciavarella, 1972). In line with this concept (Biondi, 1972; Osborn, 1957) suggest that the first steps in the decision making process is to break the problem into parts so that it can be dealt with specifically and creatively.

Applying this principle to the general career questions and principles stated above, the questions should be stated something like "What do you think you might choose as your college major?" and "How are you coming toward your choice of occupation?" Since these questions are more specific and understandable students are able to give specific answers.

In looking at the two approaches to making a career decision, if one plans to elect his major first it is a matter of choosing an area of training in which he can both succeed and enjoy and then at a later date select from among the many occupational outlets that could utilize that core of training. If one choses his occupation first then it is a matter of selecting a major to give him the core of training that the occupation demands. There are advantages and disadvantages to each approach; however, that would be the subject of another research paper.

RESEARCH DESIGN

At the beginning of Fall Semester of 1975 a career development survey was given to 2388 of the new students (922 males and 1,466 females) entering the Brigham Young University for the first time. This survey was administered to the students during the new student orientation meetings in each of the twelve colleges on campus. A copy of the survey is included with the paper as Attachment A. Even though there were several questions asked in the survey, the only one analyzed and reported for this study is the one asking students to report their approach to their career decision. The analysis of the additional questions will be reported in future papers.

Comparisons were made in this study to see if any differences existed between the students in the various colleges in their approach to their career decision, to see if differences existed between the males and females in the various colleges, and to see if any differences existed between all new male students and female students. Chi square was used for these comparisons.

When statistical comparisons were made of various college and sex groups the results were essentially the same whether or not the "other" career approach responses were included. Therefore, only the comparison of major first and occupation first responses will be reported. Another reason is that when comparing all twelve colleges, most colleges did not have enough students check the "other" approach to make a comparison statistically sound.

RESULTS

The purpose of this research was to find out how students approached their career decisions--whether they choose their major first, their occupation first, or some other approach. The few responses of the students who checked "other career approach" are shown in Table 1. The most typical "other" approaches to career decisions were as follows: the students hadn't decided which approach to use yet, they were going to choose a major and occupation together, they were going to choose their college classes or determine their interests first. As the individual responses were studied, the general impression about the students who checked "other," was that these students had not progressed far enough in their career development to be able to decide which approach to use in making their career choice.

Table 1

Responses of New BYU Students who Checked Other Approaches to Career Choice than Choosing a Major or Occupation First

Responses	Numbers
Haven't decided which approach yet	20
A combination of the two	10
I chose my college classes first	11
I decided my interests first	6
My life purpose first	3
Areas in demand first	1
I chose my college first	1
Tried both and got nowhere	1

As can be seen from Table 2, the new students entering the twelve colleges were different in their approach to their career choice. The majority of the students in the colleges of Biological and Agricultural Sciences, Education, General Studies, Nursing, Physical Education, and Social Sciences stated they chose or planned to choose their occupation first; while a majority of students in the colleges of Business, Family Living, Fine Arts and Communications, Humanities, Physical and Math Sciences, and Engineering Sciences and Technology chose or planned to choose their major first. These college differences in student approach to career choice had a chi square significance of .001. It is interesting to note that over two-thirds of their students used this approach. Why students in different colleges differ in the way they approach their career decision would be an interesting study. It could be that those who choose their occupation first are more future time oriented and value security more than those who choose or plan to choose their major first.

Table 2

The Career Decision Approach of New Students Entering Brigham Young University in the Fall of 1975 The Twelve Colleges Compared

Colleges	Major First		Occupation First		Chi Sq
	f	%	f	%	
Bio & Ag Sciences	59	30.7	133	69.3	
Business	107	58.2	77	41.8	
Education	46	31.9	98	68.1	
Family Living	165	55.4	133	44.6	
Fine Arts & Communications	79	55.6	63	44.4	
General Studies	188	32.2	395	67.8	139.677*
Humanities	64	64.0	36	36.0	
Nursing	47	30.3	108	69.7	
Physical & Math Sciences	21	58.3	15	41.7	
Physical Education	50	48.5	53	51.5	
Social Sciences	78	39.2	121	60.8	
Engineering Sci. & Tech.	85	58.6	60	41.4	
Total	989	43.4	1292	56.6	

*$P < .001$

When the career approach of men and women was compared, as shown in Table 3, the majority of both stated they would choose their occupation first. However, more men than were expected were choosing their occupation first and more women than were expected were selecting their major first -- this difference was significant at the .05 level. The reason more men tend to choose their occupation first could be that they need to have something definite to look forward to when they graduate whereas women do not feel this responsibility as much as men.

Table 3

A Chi Square Comparison of the Career Decision Approach
of New Men and Women Students Entering BYU
During the Fall of 1975

Groups	Major First		Occupation First		Chi Sq
	f	%	f	%	
Men					
Observed	354	40.5	519	59.5	4.282*
Expected	378	43.3	495	56.7	
Women					
Observed	634	45.1	773	54.9	
Expected	610	43.3	797	56.7	

*P < .05

The last comparison made in this study was to see if the male and female students in each of the twelve colleges differed by college in their career choice approach. The results of these comparisons are found in Table 4. The College of Social Sciences was the only college of the twelve colleges where significant differences occurred between men and women in their approach to a career choice and this difference is at the .001 level. The women students in that college were about evenly divided as far as choosing their major first or occupation first; however, 72.9 percent of the men chose or planned to choose their major first. Why do men and women differ significantly in the College of Social Sciences and not in other colleges? Possibly more men in this college are planning on graduate or professional degree programs than the women who would seek employment after receiving their bachelor's degree. This is also a good question for future research.

Table 4

The Approach to Career Decision Making of New Students in the Twelve BYU Colleges Compared by Sex

	Male				Female				Chi Sq
	Major First		Occ First		Major First		Occ First		
	f	%	f	%	f	%	f	%	
Bio & Ag Sci	40	29.4	96	70.6	19	33.9	37	66.1	0.1976
Business	71	57.7	52	42.3	36	59.0	25	41.0	0.0001
Education	1	20.0	4	80.0	45	32.4	94	67.6	0.0090
Family Living	2	50.0	2	50.0	162	55.3	131	44.7	0.0869
Fine Arts & Com	23	46.0	27	54.0	56	60.9	36	39.1	2.3307
General Studies	84	31.7	181	68.3	104	32.7	214	67.3	0.0289
Humanities	12	66.7	6	33.3	52	63.4	30	36.6	0.0001
Nursing	0	0	3	100	47	30.9	105	69.1	0.2700
Phy & Math Sci	11	50.0	11	50.0	10	71.4	4	28.6	0.8549
Physical Ed	7	41.2	10	58.8	43	50.0	43	50.0	0.1597
Social Sciences	26	27.1	70	72.9	52	50.5	51	49.5	10.4572*
Eng Sci & Tech	77	57.5	57	42.4	8	72.7	3	27.3	0.4486

*$P < .001$

CONCLUSIONS

How do college students approach their career decisions? Do they choose their major first or their occupation first? The new students that entered Brigham Young University in the Fall of 1975, according to their report, are almost equally divided each way in their approach to their career choice with the majority of students choosing their occupation first. More than two-thirds of the students in four colleges and a majority of students in two colleges chose their occupation first and a majority of the students in the other six colleges chose their major first -- these differences of students by college were significant.

The majority of the new men and women students chose or planned to choose their occupation before their major: of the students who chose their major first a larger portion were women than were expected and of the students who chose their occupation first a larger portion were men than were expected. These sex differences were significant.

Even though the students in the colleges varied in their career approach, no significant differences existed between the male and female students except in the College of Social Sciences where significant differences existed with over two-thirds of the men approaching their occupation first.

IMPLICATIONS

Because students differ in their career decision approach some interesting implications are worthy of consideration.

1. Counselors need to find out how each student is approaching his career decision and help him with

that specific problem, whether it be to choose the occupation first or the major first.

2. Career Resource Centers need to be catalogued and arranged so that students will have easy access to the information they need from either the choosing a major approach or the choosing an occupation approach.

3. Publishing companies that produce career information materials should realize that students are different in their career decision approaches and should prepare materials that will be specific and facilitate the career development of students whether they begin their search with occupation or major first.

4. Career education programs need to educate students to the fact that there are different ways to approach their career decision so they can knowingly select the approach that suits them best.

5. Career educators need to become aware of the fact that students may differ in their career decision approach so they will not structure rigid career education programs but will meet the needs of all students.

6. More research needs to be done to find out the specific elements which effectively aid students in their college major selection and their occupational selection. No matter which they do first, they end up needing to solve both problems eventually.

7. More research needs to be done also to see if there is a best approach to the career decision question that would be suggested for all students to follow or if it is just as well for each student to use the approach that he desires.

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Attachment A

5.197

CAREER DEVELOPMENT SURVEY

For each question mark your answer in the appropriate place on the answer sheet.

1. Year in School a) Freshman b) Sophomore c) Junior d) Senior

2. Sex a) Male b) Female

3. Age a) 17-18 b) 19-20 c) 21-22 d) 23-24 e) 25+

4. How have you approached or plan to approach your career decision?
   a) Choose my major first then think about an occupation.
   b) Choose my occupation first then select a major to help me get the training I need.
   c) Other--Explain on the back of this answer sheet.

For the following items indicate the help you need to choose your MAJOR.

5. I have already chosen my major. a) True b) False (State major on back)

6. I need to learn what is involved in choosing a major. a) True b) False

7. I need an overview of all the majors available at BYU. a) True b) False

8. I need a better understanding of my interests, values and goals so that I can choose my major in harmony with them. a) True b) False

9. I need to learn good decision-making procedures so I will be able to make the decision about my major and feel good about it. a) True b) False

10. I need more detailed information about the few majors I have been thinking about. a) True b) False

11. I need other types of help. a) True b) False (Explain on back)

For the following items indicate the help you need to choose your OCCUPATION.

12. I have already chosen my occupation. a) True b) False (State occ. on back)

13. I need to learn what is involved in choosing an occupation. a) True b) False

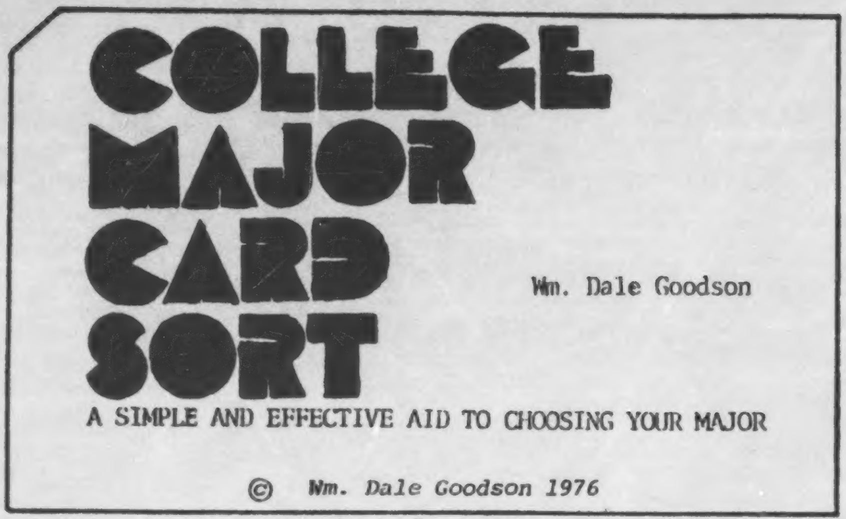
14. I need an overview of occupational opportunities in the U.S. a) True b) False

15. I need a better understanding of my interests, values and goals so I can choose an occupation in harmony with them. a) True b) False

16. I need to learn good decision-making procedures so I will be able to make a decision about my occupation and feel good about it. a) True b) False

17. I need more detailed information about the few occupations I have been thinking about. a) True b) False

18. I need other types of help. a) True b) False (Explain on back)



COLLEGE MAJOR CARD SORT

Wm. Dale Goodson

A SIMPLE AND EFFECTIVE AID TO CHOOSING YOUR MAJOR

© Wm. Dale Goodson 1976

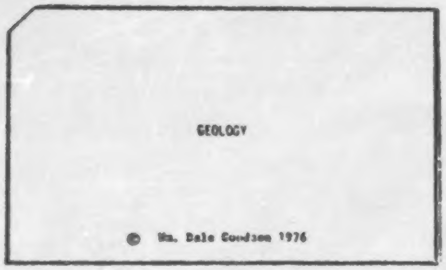
(Actual size)

COMBINES DECISION-MAKING WITH EDUCATIONAL AND OCCUPATIONAL INFORMATION

OVER A HUNDRED MAJORS TO SELECT FROM

SAMPLE CARD

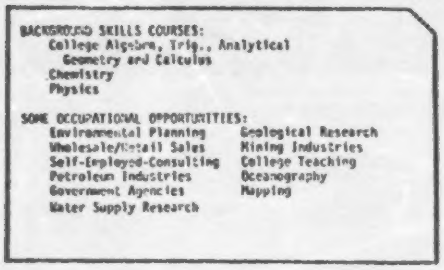
Front



GEOLOGY

© Wm. Dale Goodson 1976

Back



BACKGROUND SKILLS COURSES:
- College Algebra, Trig., Analytical Geometry and Calculus
- Chemistry
- Physics

SOME OCCUPATIONAL OPPORTUNITIES:

Environmental Planning	Geological Research
Wholesale/Retail Sales	Mining Industries
Self-Employed-Consulting	College Teaching
Petroleum Industries	Oceanography
Government Agencies	Mapping
Water Supply Research	

HOW TO USE:

1. Go through the College Major Cards and sort out the majors you like from those you don't like
2. From the majors you like, sort out those you prefer most from those you prefer least
3. Collect more detailed information about the majors you prefer from various career sources and make your college major choice

DESIGNED FOR:

College Students
High School Students
Junior High Students

WHERE TO USE:

Career Classes
Career Resource Centers
Counselors' Offices

WHY USE?

A quick overview of many majors
Establishes a place to begin a career search
Saves time for all concerned

COLLEGE MAJOR CARD SORT--ORDER FORM

Ordered by ______________________

____

____
City State Zip

Cost $5.95 plus 50 cents for postage and handling.
Number of sets desired___ Amount enclosed______
Make checks payable to: COLLEGE MAJOR CARD SORT
Send order with payment to:

COLLEGE MAJOR CARD SORT
208 West 1100 South
Orem, Utah 84057

(over)

5.199

COLLEGE MAJOR CARD SORT

by

Wm. Dale Goodson

A SUGGESTED NUMBER OF SETS FOR EACH SCHOOL

1 set for each counselor

1 to 5 sets for each Career Resource Center

1 set for each students in a career class when covering a unit on college majors

WHAT THE COLLEGE MAJOR CARD SORT WILL DO FOR YOUR STUDENTS

Students are able to see an overall picture of common college majors

Students are able to see the skilled courses required of them in college so they can begin getting the preparation for these classes

Suggests several occupational outlets for each major

Students actually go through the decision making process as they narrow down their major choices

Students are able to establish a place to begin their career search

Fewer interest tests are needed because students sort out their interests as they go through the card sort

Students are able to move forth with their personal career development with or without the aid of a counselor

Each set can be used over and over again by many students

CAREER VALUES AND WORKING CONDITION PREFERENCES EXERCISE

Sometimes people think about jobs only in terms of the duties, skills, and training involved. Although these factors are important, there are other things that you should consider about any job. For example, will the values that are most important to you (good pay, job security, having time for your family, etc.) be met by this work? Does the job correspond to your preferences for certain working conditions (working outdoors, working mostly on your own, etc.)? The two exercises that follow will help you examine your job values and working condition preferences.

JOB VALUES EXERCISE

Most of the things that various people value in a job are listed below. Circle the three that you feel are the MOST IMPORTANT for you in selecting a job.

A. Working with people I like
B. Being my own boss
C. Doing work that I enjoy, that is interesting to me
D. Having a steady job
E. Making decisions and supervising others
F. Being well paid
G. Helping others
H. Having time for my family
I. Having a chance for promotion
J. Having flexible working hours
K. Other____________________
____
____

Rank in order of importance the three job values you have circled.

Most Important____________________
Second most important____________________
Third most important____________________

WORKING CONDITION PREFERENCES EXERCISE

Four pairs of working conditions are listed below. For each pair, check the condition that you prefer.

1.____Working indoors............................____Working outdoors
2.____Working mostly with people.......____Working mostly on your own
3.____Working at a variety of tasks____Concentrating on a single task
4.____Doing mostly physical labor........____Doing mostly mental work

Examine your ratings of job values and your preferences for working conditions. Can you explain why you selected the ones you did? Then, think of the jobs you've had or are considering. Do they correspond to your ratings? Totally or just partly? If a particular job does not suit you, is it because it does not fit with your values or working condition preferences? If so, what was lacking? Keep these questions in mind as you consider tentative career goals and various alternatives.

Career Choices and Information

Midstate makes available to students a special booklet entitled "Career Choices and Job Information" that attempts to link education to the world of work in a more meaningful way.

Following are some excerpts from the booklet:

(Introduction Page)

Hi!

Are you wondering which major you should choose? Or what kind of job you could get if you chose the major you really liked best? Welcome to the crowd!

To help you, we have prepared this little booklet. It provides:

1. a brief description of each major offered at Midstate.
2. some notes about education in each area.
3. the employment outlook for occupations relating to that major.
4. suggestions for other career ideas requiring similar interest and/or training.

There are so many alternatives! In our Career Information Library alone, we have information on 35,000 occupations. We also have helpful books like "What Can I Do With a Major In . . .?" and "The Occupational Thesaurus" through which you can learn about several hundred career options for each major. Then there is our most popular book, "If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else." You would like that one.

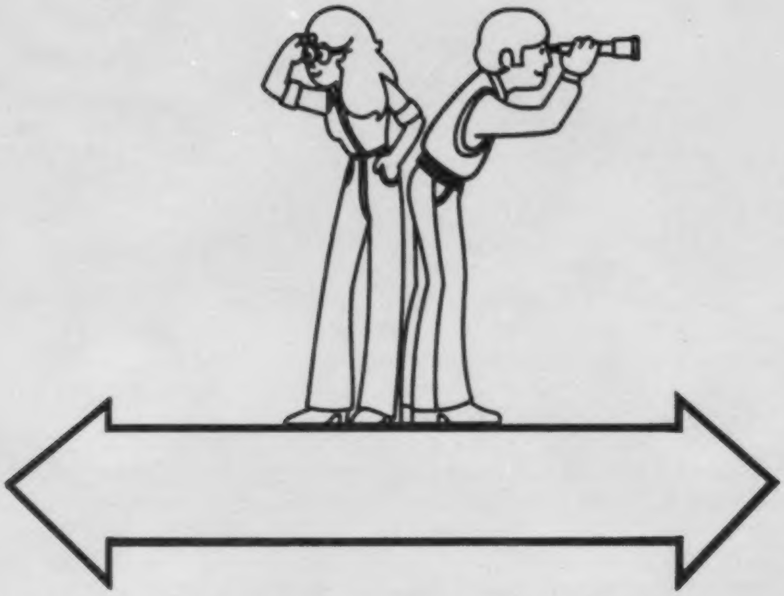
We hope that you will visit the Career Library very soon. It is a casual, friendly place, with lots of bright colors, posters, and plants. Someone is always on hand to help you with questions or career ideas. And the collection of career materials--it has been getting attention as one of the best in the country! So, bring a friend, or come alone. You are always welcome, Monday through Friday, 8-5. Hope we'll see you soon.

Sincerely,

Placement and Career Information Staff
Midstate

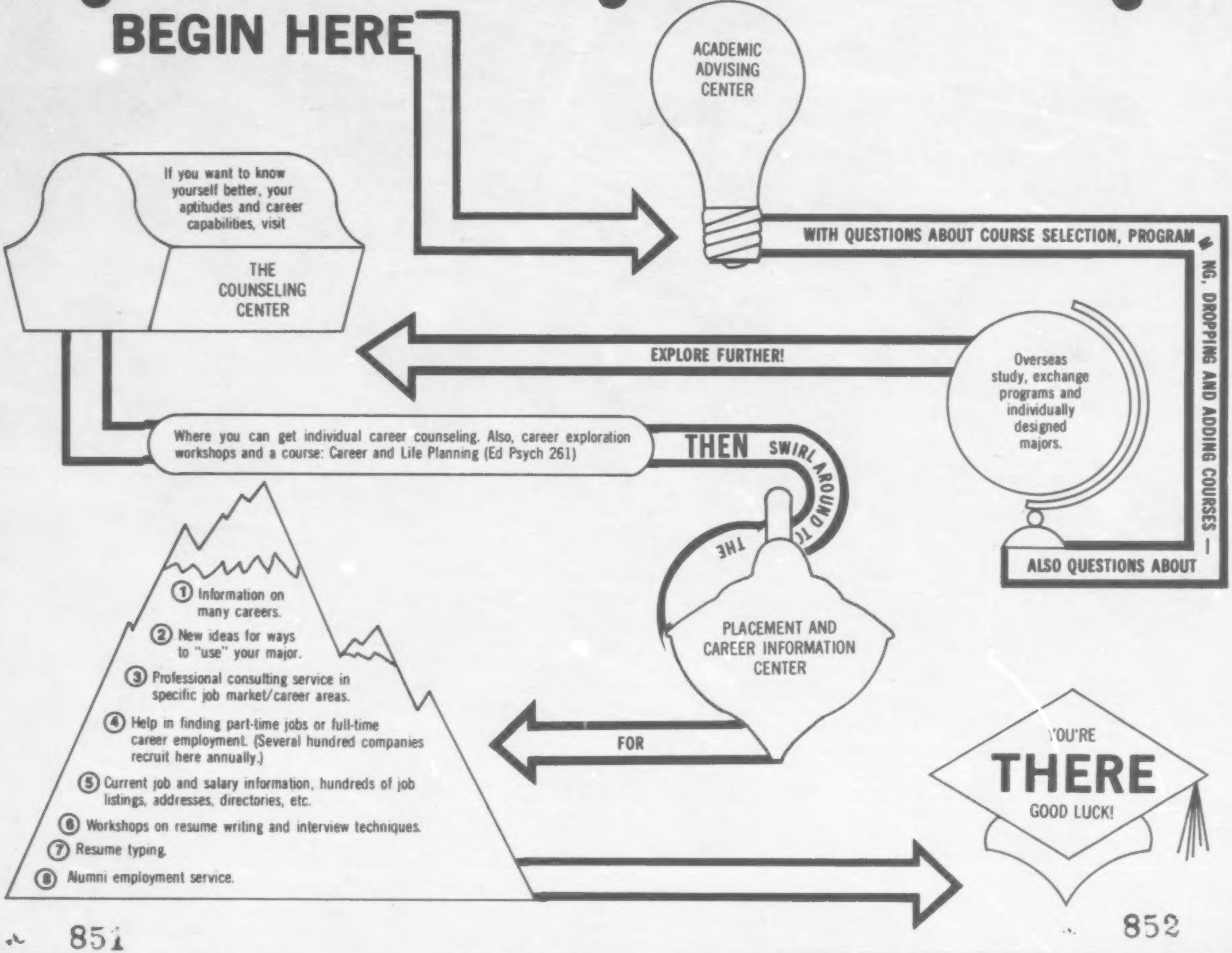
The materials contained in this section were developed by The Placement and Career Information Center, University of Utah. Their reproduction here is acknowledged and appreciated.

How do I get THERE



from HERE?

SEE MAP, NEXT PAGE



BEGIN HERE

ACADEMIC
ADVISING
CENTER

WITH QUESTIONS ABOUT COURSE SELECTION, PROGRAMMING, DROPPING AND ADDING COURSES — ALSO QUESTIONS ABOUT

Overseas
study, exchange
programs and
individually
designed
majors.

EXPLORE FURTHER!

If you want to know
yourself better, your
aptitudes and career
capabilities, visit

THE
COUNSELING
CENTER

Where you can get individual career counseling. Also, career exploration workshops and a course: Career and Life Planning (Ed Psych 261)

THEN SWIRL AROUND TO THE

PLACEMENT AND
CAREER INFORMATION
CENTER

FOR

① Information on many careers.

② New ideas for ways to "use" your major.

③ Professional consulting service in specific job market/career areas.

④ Help in finding part-time jobs or full-time career employment. (Several hundred companies recruit here annually.)

⑤ Current job and salary information, hundreds of job listings, addresses, directories, etc.

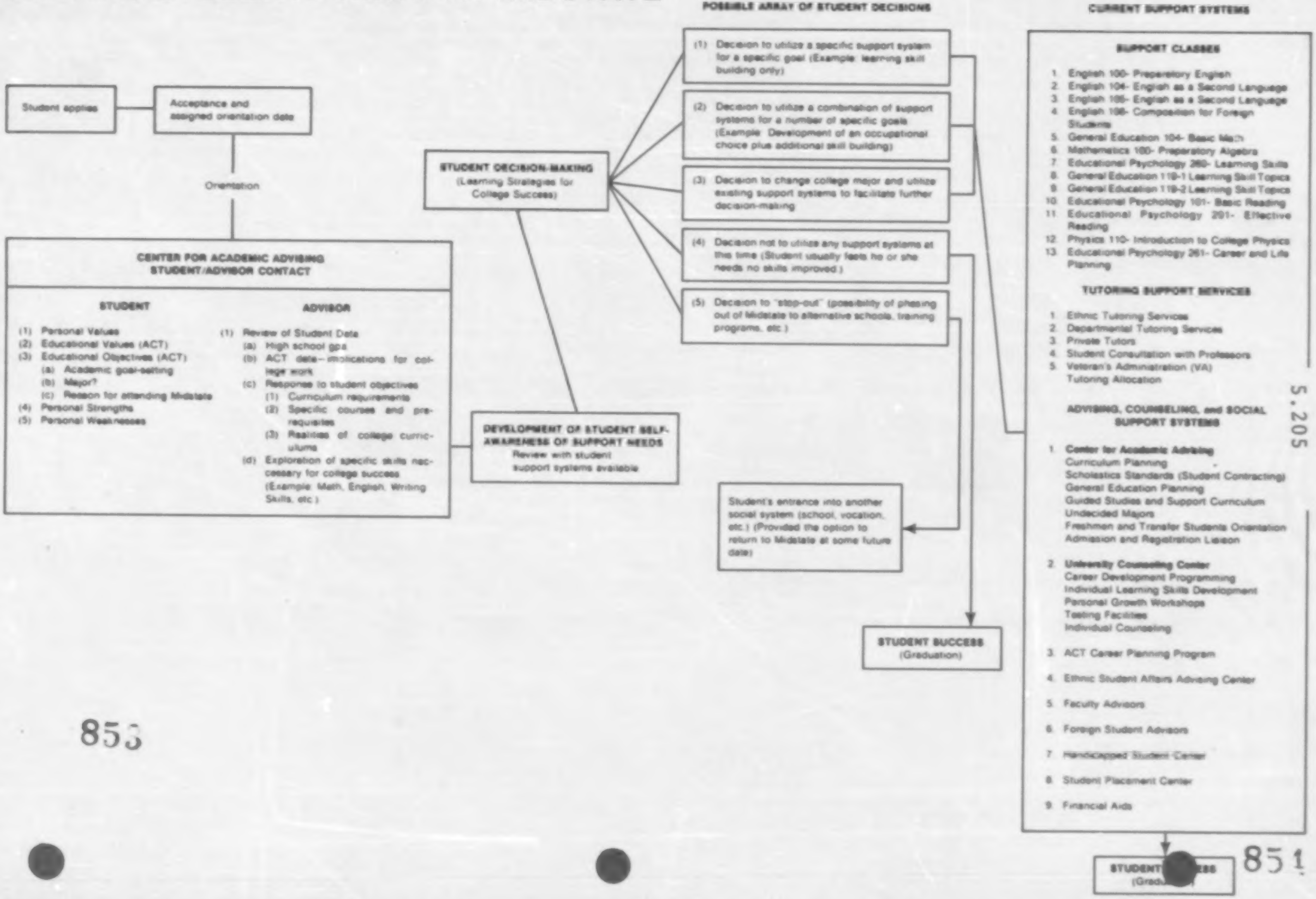
⑥ Workshops on resume writing and interview techniques.

⑦ Resume typing.

⑧ Alumni employment service.

YOU'RE
THERE
GOOD LUCK!

HELPING STUDENTS GROW AT MIDSTATE



Student applies

Acceptance and assigned orientation date

Orientation

CENTER FOR ACADEMIC ADVISING
STUDENT/ADVISOR CONTACT

STUDENT

(1) Personal Values
(2) Educational Values (ACT)
(3) Educational Objectives (ACT)
  (a) Academic goal-setting
  (b) Major?
  (c) Reason for attending Midstate
(4) Personal Strengths
(5) Personal Weaknesses

ADVISOR

(1) Review of Student Data
  (a) High school gpa
  (b) ACT data—implications for college work
  (c) Response to student objectives
    (1) Curriculum requirements
    (2) Specific courses and prerequisites
    (3) Realities of college curriculums
  (d) Exploration of specific skills necessary for college success (Example: Math, English, Writing Skills, etc.)

DEVELOPMENT OF STUDENT SELF-AWARENESS OF SUPPORT NEEDS
Review with student support systems available

STUDENT DECISION-MAKING
(Learning Strategies for College Success)

POSSIBLE ARRAY OF STUDENT DECISIONS

(1) Decision to utilize a specific support system for a specific goal (Example: learning skill building only)

(2) Decision to utilize a combination of support systems for a number of specific goals (Example: Development of an occupational choice plus additional skill building)

(3) Decision to change college major and utilize existing support systems to facilitate further decision-making

(4) Decision not to utilize any support systems at this time (Student usually feels he or she needs no skills improved.)

(5) Decision to "stop-out" (possibility of phasing out of Midstate to alternative schools, training programs, etc.)

Student's entrance into another social system (school, vocation, etc.) (Provided the option to return to Midstate at some future date)

STUDENT SUCCESS
(Graduation)

CURRENT SUPPORT SYSTEMS

SUPPORT CLASSES

1. English 100- Preparatory English
2. English 104- English as a Second Language
3. English 105- English as a Second Language
4. English 106- Composition for Foreign Students
5. General Education 104- Basic Math
6. Mathematics 100- Preparatory Algebra
7. Educational Psychology 260- Learning Skills
8. General Education 119-1 Learning Skill Topics
9. General Education 119-2 Learning Skill Topics
10. Educational Psychology 101- Basic Reading
11. Educational Psychology 201- Effective Reading
12. Physics 110- Introduction to College Physics
13. Educational Psychology 261- Career and Life Planning

TUTORING SUPPORT SERVICES

1. Ethnic Tutoring Services
2. Departmental Tutoring Services
3. Private Tutors
4. Student Consultation with Professors
5. Veteran's Administration (VA) Tutoring Allocation

ADVISING, COUNSELING, and SOCIAL SUPPORT SYSTEMS

1. **Center for Academic Advising**
   Curriculum Planning
   Scholastics Standards (Student Contracting)
   General Education Planning
   Guided Studies and Support Curriculum
   Undecided Majors
   Freshmen and Transfer Students Orientation
   Admission and Registration Liaison
2. **University Counseling Center**
   Career Development Programming
   Individual Learning Skills Development
   Personal Growth Workshops
   Testing Facilities
   Individual Counseling
3. ACT Career Planning Program
4. Ethnic Student Affairs Advising Center
5. Faculty Advisors
6. Foreign Student Advisors
7. ~~Handicapped Student Center~~
8. Student Placement Center
9. Financial Aids

STUDENT [illegible]
(Grad[illegible]

5.205

5.206

THE LIBERAL ARTS COLLEGE AND CAREER DEVELOPMENT

Ed Watkins
Director, Career Development
Doane College

Traditionally defined, the liberal arts are the medieval studies comprising the trivium and the quadrivium. Trivium -- the three liberal arts of grammar, rhetoric and logic forming the elementary division of the seven liberal arts in medieval schools. Quadrivium -- a group of studies consisting of arithmetic, music, geometry and astronomy. Today, there seems to be some confusion among academicians over what exactly constitutes a liberal arts college. My wife attended two state colleges and yet she took 26 hours in humanities, over fifty hours in fine arts, over twenty hours in social sciences, and eight hours in natural sciences. Is it a fair statement to say that we are any more of a liberal arts college than Kearney State, Wayne State, the University of Nebraska or any other state college? If we are different, then how are we different? When we are comparing ourselves to other schools and identifying ourselves as a liberal arts college, are we talking about what we *do* have that other schools *don't*, or are we talking about what we *don't* have that other schools *do*?

Many scholars feel that the liberal arts emphasis began with Plato. Plato regarded the working professions with disdain and claimed that the arts and handicrafts bring about a natural weakness in the principle of excellence in a man. Education in Plato's time was fitted for persons of leisure and it passed from Greece and Rome to the feudal communities of Europe, where the working part of the community was not much better off than slaves, and not more seriously regarded.

Matthew Arnold speaks of Plato's frame of reference, *"One cannot refuse to admire the artist who draws these pictures. But we say to ourselves that his ideas show the influence of a primitive and obsolete order of things when the warrior caste and the priestly caste were alone in honor, and the humble work of the world was done by slaves."*

Matthew Arnold and T.H. Huxley wrote during a time when their cultures were engaged in the process of moving from the metaphysical to the positivistic. Huxley and Arnold engaged in debates that raised new questions as to the importance of including physical science in the liberal arts curriculum. Arnold said in his lecture "Literature and Science," *"In our culture, the aim being to know ourselves and the world, we have as the means to this end, to know the best which has been thought and said in the world."* T.H. Huxley, in a lecture entitled "Science and Culture," verbally attacks Arnold by saying that he (Arnold) only recognizes literature as the best that has been thought and said.

Arnold answers Huxley by saying, *"Let us, I say, be agreed about the meaning of the terms we are using. I talk of knowing the best which has been thought and uttered in the world. Professor Huxley says this means knowing literature. Literature is a large word; it may mean everything written with letters or printed in a book. Euclid's Elementes and Newton's Principia are thus literature. All knowledge that reaches through books is literature."* Today the liberal arts college has a place for both the Arnolds and the Huxleys.

I have examined a number of quotations about the purposes of liberal education and I find more emphasis on the "what it does" than I do on the more fundamental question, "what is it?" Some examples are:

Everett Dean Martin:

An educated person is one "*Who knows the significance of what he does*" -- who has "*acquired a set of values.*"

Sir Lawrence Jones:

The end of higher education "*ought to be...the enlargement of a young man's, or young woman's capacity for acquiring wisdom; wisdom being defined as a sense of values, or the ability to choose between those things that are worthwhile and those that are not.*"

Mark Van Doren:

"*The aim of liberal education is one's own excellence, the perfection of one's intellectual character; not merely to know or do; but also, and indeed chiefly, to be.*"

William Rainey Harper:

"*An educated man is a man who by the time he is twenty-five years old has a clear theory, formed in the light of human experience down the ages, of what constitutes a satisfying life, a significant life, and who by the age of thirty has a moral philosophy consonant with racial experience. If a man reaches these ages without having arrived at such a theory, such philosophy, then no matter how many facts he has learned or how many processes he has mastered, the man is an ignoramus and a fool, unhappy, probably dangerous.*"

Greene:

"*Our greatest weakness today is our lack of genuine culture. This deficiency manifests itself in the superficiality of many of our standards, the poverty of many of our individual experiences, and the inadequacy of our social consciousness. It can be corrected* *only through liberal education."*

Brand Blanshard:

> *"This is what college* ***is*** *for: to help you acquire the tastes that make possible the deeper delights."*

Cole:

> *"A liberally educated youth will seek to conserve the priceless trophies of man's quest for the good life, to root out such conditions as inhibit every man's quest and to make his own constructive enlistment in the cause of the common good."*

Henderson:

> *"Liberal education...is an education that tends to produce the liberal individual -- the person who, because of his perspective of history, his critical observation of contemporary society, and his understanding of social dynamics, helps to facilitate needed change in the world."*

In discussing the liberal arts it seems impossible to separate the "what it is" from the "what it does." If, indeed, the liberal arts provide chiefly general knowledge and provide a broad education, then we might hope for a "whole person," i.e., one who possesses an in-depth cultural understanding, who is flexible, and who is capable of continual growth. In attempting to define the liberal arts college, I believe that the "what it is" must be analyzed more carefully so that the "what it does" can be more accurately predicted and hoped for.

CAREER DEVELOPMENT

Some academicians claim that they must preserve the liberal arts from being subjected to such crass terms as "vocation" and/or "career." These same individuals often use the terms to connote some type of narrow specialized training which has no place in the broad liberal arts framework. Vocation, the term itself has somehow strayed from its original meaning (which is a call or a summons - vocatus) to its more vulgar common usage, which has a specialized trade implication. Curiously enough, the liberal arts colleges in this country were originally vocational in intent.

The term career is defined by Webster as a course which in turn is defined as: 1) the act or action of moving in a path from point to point; a life history, 2) the path over which something moves, 3) a chosen manner of conducting oneself (behavior); a progression through a series of acts or events or a development or period, 4) an ordered process of succession as a series of lectures or other matter dealing with a subject or a series of such courses constituting a curriculum, 5) a part of a meal served at one time.

One would have to choose number five if one were interested in selecting a "narrow" definition of career or course. And yet I have heard learned men and women bandy both vocation and career around as if they are either ignorant of their derivatives or willing to accept "common" usages of the terms.

Charles Silberman in Crisis in the Classroom seems to have a good grasp of Webster's definition of course when he states, *"The choice of a career involves far more than a choice of how to earn a livelihood. The question, 'Who am I?' really means 'What do I want to be? What values do I want to serve? To whom and to what do I want to be responsible?' There is a lot of difference between starting a job and starting a career...a job is a way of earning a living, but a career is a way of living...it is the way you want to live."*

In a brochure on our Career Development Program, I wrote the following under the title "Liberal Arts in the Broadest Sense": "By introducing the concept of Career Development into a general liberal arts framework, Doane College and its students may enter into a marriage that extends far beyond the traditional four-year college commitment. Doane provides students an opportunity to explore career options in a framework that discourages a 'locking-in' or a 'locking-out' situation. We feel a broad general level of knowledge and the development of general intellectual capacities applies to life as well as to the sometimes narrowly defined campus. For the future this country needs people who through experience and learning are aware of themselves and thus aware of the career goals."

I am in firm agreement with a recent statement contained in a study by the College Placement Council entitled "Four Year Liberal Arts Graduates": *"Generally speaking, liberal arts faculties have been concerned with 'pure education' and have felt no need to be concerned with what happens to the graduate -- and this, in spite of the fact that most institutions have maintained that they are educating the 'whole person.' If this be so, then it is not logical to give consideration to what happens when the college course is completed? Certainly it should be possible to accept the liberal arts concept of 'education for life's bearing in mind that life, for most, includes a high percentage of time spent in earning a living. However, earning a living includes the achievement of a degree of intrinsic satisfaction in one's work and a sense of contributing to society. There is no intent here to question the value of the liberal arts. If, in fact, study of the liberal arts increases knowledge; broadens the viewpoint; teaches how to think, analyze, synthesize; how to express oneself lucidly both orally and in writing; and leads to an examination of values and attitutes,* *then the liberal arts provide the broad base required in a world that changes rapidly, that calls for flexibility and adaptability"*

ACADEMIC ISOLATIONISM

From the Newman report, "*In terms of our institutions, one would hope that there will be greater diversity among them; that there will be less of a sense of ivory-tower self-centeredness, but rather a recognition that each is a crucial part of society, and that their function is to serve that society.*" From the Carnegie report, "*Young people should also be given more options to step out from college in order to get service and work experience. Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of compartmentalized roles of isolated students vs. workers and of youth vs. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students.*"

On the basis of these and other reports colleges have begun to look more critically at the problems associated with academic isolationism and many are providing more off-campus opportunities for their students. Harvard, for example, has recently inaugurated a Shared Experience Program which helps students "bridge the gap between the classroom and the 'real world', and at the same time gain some insight into career choices." According to Bob Ginn, Assistant Director of the Office of Graduate and Career Plans, who was responsible for bringing the program to Harvard, its value lies in helping students "*formulate goals and gain insight into vocational self-understanding.*" In addition, he notes, "*It brings them into contact with the work world and provides them with very intimate contact with a variety of role models.*"

Ann Pongracz, a Harvard student explains, "*Being at Harvard has stimulated me to find a theoretical basis for all I do in the Shared Experience Program. There's a constant flow from the classroom to my work, and that's really great.*" The program has helped others in other ways, as exemplified by Russ Hartmen who thought he wanted to be a policeman. He found after a semester of observing the Cambridge Police that police work would be "*an extremely frustrating experience. The Shared Experience Program didn't help me develop interests that will be useful in my future career plans, but it did help me think through some of my interests.*" Russ explains, "*Most students don't think out the different career alternatives available until they're forced to make a decision. The Shared Experience Program gives you a chance to do that in advance.*"

I use the Harvard example because I think it is consistent with my personal commitment and is akin to our program at Doane. I am in favor of off-campus experiences because it puts students in touch with role "models" that can ease the transition from the classroom to the work-a-day world. We are not emphasizing specific skills, but we are interested in putting students in touch with professional people in their general area of interests. Students gain because they can receive aid from faculty sponsors and off-campus supervisors in making sense of an experience. Employers of Doane interns receive the best opportunity to observe and recruit future employees. The college benefits because it is provided with additional learning settings, it is able to keep abreast of knowledge being generated in communities and academically-related settings, and it is given opportunities to serve specific public and human needs through students.

Some colleges unfortunately have decided to divorce themselves from the liberal arts tradition because they feel they cannot survive. I deplore what is happening at some colleges as witnessed by a February 18, 1975, Wall Street Journal article entitled, "Changing Courses": *"For generations Lambuth College here has existed amid broad lawns and sprawling trees, offering its students Shakespeare and Milton and lost of tradition."*

"And now it offers Holiday Inns."

"The Methodist college and the motel chain have started a program to teach Lambuth students a trade, namely how to run a hotel, motel or a restaurant. So now, in a classroom that was once reserved for the likes of Romantic poetry or Medieval history, a visitor finds Holiday Inns executive Robert Meadows briskly striding to the blackboard and scrawling 'Bob Meadows - Introduction to Success' in big letters."

"'I'm in the people business,' Mr. Meadows cheerily tells one class and then proceeds to discuss such subjects as the rising cost of sheets and the growing problem of pilferage. 'In business,' Mr. Meadows announces, 'the whole name of the game is making money.'"

From the same article, *"...for many schools, such as Maryville College in St. Louis, there simply hasn't been any choice. 'Without all the changes, there is no doubt this place would be closed,' says a Maryville official. Maryville used to be simply a liberal arts school offering traditional liberal arts courses. Today, it has a whole new array of career-oriented courses ranging from actuarial science to cardiopulmonary technology, and it says these courses have helped boost its enrollment to more than 1,000 today from 370 a few years ago."*

There is little question that these off-campus internship programs assist in bringing additional people to the campus. The publication Insight claims that: *"Colleges that have developed or are developing internship or practical work experience programs for their students are making several discoveries. Perhaps the most* *important is that these internships -- if they are valid work experiences, if they are carefully supervised, and if they are offered in virtually all departments within the context of the purpose of the institution -- serve to attract students, frequently a higher quality of student than the college has been attracting."*

This information based on research done by Interpreting Institutions, a Baltimore consulting firm makes several important points: 1) the internship must be a valid work experience, 2) it must be carefully supervised, 3) internships must be offered in virtually all departments, and 4) they must be within the context of the purpose of the institution. Other schools previously mentioned have apparently changed the purpose of their institutions. This has been done by several institutions as an alternative to closing their doors.

Some colleges have not made a college commitment to off-campus learning, but select several faculty members to run a "paper program." The consulting firm concluded from their research: "*But, as more and more colleges adopt this mode of education, there are fewer internships available because the market has been tapped by other colleges. Furthermore, a well developed internship program demands an additional administrator, a full-time coordinator who locates the work experience possibilities, draws up all the contracts of the arrangement, and sets up a system of controls so the college can be sure that the internship is a valid learning experience.*"

Doane has made a major college commitment to Career Development without changing the purpose of the college. I concur wholeheartedly with excerpts from the 1925 Doane catalog in a preface entitled "The Liberal Arts College and a Career": "*The goal of education is 'complete living'; but complete living in our complex* *world requires much of schooling to fit one for it. In the face of this demand, is the marked tendency in the schools to early and narrow specialization. Perhaps the most important problem for higher education today is just here. The majority of people, both old and young, feel the pull of the so-called 'practical' studies and the 'professional' course, and find it hard to see just how the liberal studies of the ordinary college course can have anything to do with a future career. We believe that the liberal college has a message and a duty in this connection."*

"The message of the college is, that education is to help one to make a life as well as to make a living; that to live completely, one needs to have some acquaintance with the principal fields of human thought and achievement -- the languages and literatures, the social studies, the natural sciences, religion, philosophy, and the fine arts -- the very subjects which the backbone of the college course. They are peculiarly adapted to inform and train the mind, broaden the view, and enrich the life."

"In the foregoing paragraph we have stressed one element of Doane's educational creed: that the full college course, with emphasis upon the broadening, cultural elements, is the best foundation for real service and leadership in any career. But this is not all. We believe further, that the liberal studies of the college course can be so grouped as to give a real preparation for the various occupations of life without losing any of their cultural value. Let us see how this may be done at Doane."

Felix C. Robb, director of the Southern Association of Colleges and Schools, has stated that, *"Each college and university worthy of survival in the 1980's should transform its placement office into what might be called 'a career development center'... The career development center should be able to work productively* *and individually with entering freshmen as well as with seniors and graduates. It can prevent premature or unnecessarily delayed vocational decisions, encourage rational career choices, and provide an early warning system to detect personal problems related to career development. Another valuable future function is the blending of work and study in a manner to foreshorten the prolonged period of adolescent dependence now characteristic of most American college campuses."*

With your cooperation and participation, let us see how this may be done at Doane.

SOME THOUGHTS ON CAREER EDUCATION AND THE LIBERAL ARTS

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(Paper prepared for presentation at Emanual College, Boston, Massachusetts, October 22, 1977.)

INTRODUCTION

Vocationalism and the liberal arts are frequently pictured as having opposing value bases. The career education concept represents an attempt to bring vocationalism and the liberal arts together in a compatible conceptual framework. In so doing, this concept has pictured the liberal arts as having significant positive contributions to make toward attainment of the goal of education as preparation for work. If fully implemented, it is my contention that the career education concept will enhance, not detract from, the importance of the liberal arts in higher education.

To defend this contention demands that career education be conceptualized in such a way that make logical connections among a number of facts which, when combined, appear on the surface to be lacking in logic. The facts to which I refer include such bits of information as the following:

1. A record number of persons will graduate from college in 1978.[1]
2. The most frequently given reason for attending college given by entering freshmen is to ready themselves for employment.
3. There are predicted to be approximately one million more college graduated during the period 1974-85 than jobs requiring college degrees.

There are three sub-topics to be considered here. First, the goals of career education must be clarified. Second, the topic of the liberal arts as preparation for work must be discussed. Finally, a few comments are in order with respect to career education, as one of a number of change alternatives, currently available to higher education.

GOALS OF CAREER EDUCATION AND HIGHER EDUCATION

The Cooperative Institutional Research Program, University of California, recently published results of a survey entitled "The American Freshman: National Norms for Fall 1976"[2] This survey included responses of 215,890 freshmen entering 393 colleges and universities in 1976. Under "reasons noted as very important in deciding to go to college," 71.7% of the freshmen in the sample listed "able to get a better job." This was the reason most often checked. Next was "learn more about things" and third was "able to make more money." There can be little doubt but that entering college freshmen place a high value on the goal of education as preparation for work.

Career education is, in part, an effort to make education as preparation for work an important goal of higher education institutions so that student goals and institutional goals are more compatible in nature. For those higher education institutions who value this goal, career education asks that this value be translated into specific action commitments. Such actions include:

1. An emphasis by the teaching faculty on ways in which their efforts will help meet this institutional goal.
2. A concentrated campus-wide emphasis on providing opportunities for career development assistance to all students.
3. An emphasis on involving the business/labor /industry community in institutional efforts to attain this goal.

The specific methods and procedures advocated by career education have been documented elsewhere and need not be repeated here.[3]

A second part of the career education effort is to improve the appropriateness of meaning of the goal of education as preparation for work in higher education institutions. Career education asks that this meaning be extended considerably beyond the traditional interpretation of providing students with specific vocational skills required for entry into the occupational society. In addition to this traditional emphasis, the career education concept calls for attention to providing students with the means to:

1. Change with changes in the occupational society.
2. Move up and advance in the occupational society after having gained entry into it.
3. Humanize the work place for themselves over and beyond any humanizing efforts made by the occupational society itself.
4. Make unpaid work, as well as paid employment, a meaningful and productive part of the individual's total life-syle.

In each of these four ways, the career education concept represents an expansion of goals far beyond those traditionally associated with what has been known as "vocationalism."

THE LIBERAL ARTS AS PREPARATION FOR WORK

I saw recently a quote attributed to Dr. Allen Ostar, Executive Director of the American Association of State Colleges and Universities in which he said:

> *"Corporate presidents go around making lovely speeches written by Ivy Leaguers about the value of a liberal arts education, but somehow don't communicate these views to their personnel departments doing the hiring."*[4]

Some conjecture appears to be in order relative to the possible dynamics involved in providing an explanation for this situation.

First, the question may be asked, "What are the specific vocational skills imparted by the liberal arts?" A different, but equally intriguing question is, "What would lead an employer to hire a liberal arts graduate over a non-liberal arts graduate in these times?" Both questions become appropriate to ask when one considers recent BLS estimates that, during the period 1974-1985, a total of 13.1 million college graduates will be competing for 12.1 million jobs requiring a college education.[5] Like most futuristic estimates, some error is undoubtedly involved. In spite of this, I am convinced that there is good reason to believe that these estimates possess a considerable degree of validity.

To consider these questions in the narrowest sense, one could simply point to the fact that the liberal arts are designed to transmit to students knowledge regarding the basic nature and values of the culture--and that obviously, the nature of work and work values are a part of the contents of liberal arts. In terms of process, as opposed to content, goals, the liberal arts are designed to provide students with skills to think--to think logically, to think analytically, and to think retrospectively. Such skills are undeniably "vocational skills" in that they are the ones most needed and utilized in making basic policy decisions both in the occupational society and in the larger society. The corporate presidents Ostar refers to are persons for whom such vocational skills are of paramount importance in performance of their daily tasks. It is little wonder that they value them.

Second, it seems important to recognize that the vocational skills imparted through the liberal arts are valued much more highly at top levels of the occupational society than at what has come to represent entry-level employment opportunities for recent college graduates. At the entry level, employers seem to value specific vocational/technical/professional competencies related to occupational productivity defined in the narrow terms of a particular job or position. Faced with a surplus of college graduates, it is not surprising that personnel managers tend to hire those who can contribute most directly--and in the shortest possible time--to organizational productivity.

Third, to carry this point one further step, there appears today to be many jobs requiring a college degree where the specific vocational skills of the liberal arts graduate may well be considered more of a liability than an asset. That is, the ability to think--in more than a mechanistic sense--is actually discouraged in many jobs new college graduates find today. The ability to think, as a specific vocational skill, appears to be more highly valued and utilized as one moves up the occupational ladder. Perhaps this is what has caused some to claim that the liberal arts college prepares its graduates for their second, third, or fourth jobs, not for those they first find after graduation. While this logic appears sound, it is equally logical to point out that the person who has not found a "first" job cannot, by definition, find a "second" one. It seems to me inevitable that today's liberal arts graduated must, somewhere in their college experience, accumulate some specific vocational skills valuable for gaining entry into today's occupational society. Such skills can be considered over and beyond skills imparted by the liberal arts designed to enable them to advance and move up in that society.

Fourth, there are three eminently practical benefits to be gained by those who acquire the vocational skills imparted through a liberal arts education. They include:

1. Liberal arts skills will be valuable assets in gaining advancement in the occupational society.
2. Liberal arts skills will be useful, even in the most menial of jobs, in efforts of the individual to humanize the workplace for herself or himself--i.e., to develop

a sense of meaningfulness and purposefulness in the work activities that extend beyond the simple routine tasks to be performed.

3. Liberal arts skills will be of great use to the individual in developing and implementing a total lifestyle that includes ways of making productive and satisfying use of leisure time.

The liberal arts are at least as "practical" today as they have ever been in the past. An appropriate interpretation of meaning of the goal of education as preparation for work in these times must recognize and embrace the values of a liberal arts education.

THE CHALLENGE FOR CHANGE: IMPLICATIONS FOR LIBERAL ARTS EDUCATION

Faced with the three conditions outlined at the beginning of this presentation, it seems apparent that some change is called for on the part of higher education. That is, it seems indefensible to continue recruiting college freshmen knowing their primary motivation for college attendance is preparation for work and knowing further that many of them will find themselves either unemployed or underemployed upon graduation from college. To continue college recruiting efforts while ignoring these conditions is unfair to both the students being recruited and to the larger society. Yet, on many college campuses, this, in effect, appears to be what is happening. The time for change has come. Here, four possible basic approaches--including career education--will be considered.

One direction that could be legitimately taken would be that of placing major emphasis on goals of higher education that extend beyond simply that of education as preparation for work. In effect, this would necessitate a campaign aimed at convincing the approximately 70% of today's entering college freshmen that they are wrong in placing their top priority on the goal of education as preparation for work. By ignoring this goal, the college could concentrate on other goals of higher education that have important lifestyle implications. Such an approach would lend both legitimacy and credence to current actions aimed at increasing campaigns and at attracting more students to the campus. A few colleges appear to be currently moving in this direction. This strategy, however, does not appear at this time to represent any kind of national trend.

A second basic direction in which American higher education could move, in attempting to recognize and act on predictions of surplus college graduates for the number of job openings, would be to reduce the number in ways that correspond more nearly to demands of the occupational society. This could be accomplished, of course, by such means as:

1. Raising admissions standards.
2. Raising course standards and/or
3. Emphasizing to prospective college students that, if they seek specific vocational skills for use in entering today's labor markets, there are many alternative forms of postsecondary education that they should consider--i.e., by actively discouraging persons who express interest in college attendance.

Again, while a few institutions appear to be moving in this basic direction, there is certainly no evidence that it is a national trend.

Were this approach to be adopted, it could be defended, in a democratic society such as ours, only on the basis of a concern for improving the quality of American higher education--not on a pure "matching persons and jobs" basis. There seems little doubt that, whether or not these means are the ones utilized, an active and concerted effort aimed at improving the quality of American higher education--and particulaly the quality of liberal arts education--is sorely needed. In the case of the liberal arts specifically, I, for one, do not believe that liberal arts education can be effectively carried out through mass instruction calling for large class size. To teach so-called "liberal arts courses" by means of large classes and utilizing junior staff members can, in no way, be pictured legitimately as providing a "liberal arts education." To teach students to think, in my view, calls at a minimum for small classes, for instructors who themselves have ample time and the ability to think, and for the concentrated use of both oral and written communication as vehicles for helping students learn to think. Liberal arts education cannot be mass education. It has been both false and dangerous to assume that liberal arts instruction is less expensive than technical or professional education. It may well be, if done right, more expensive. The need for a return to true quality liberal arts education is, in my opinion, both strong and convincing.

A third possible basic approach to change in American higher education would be to reverse the traditional ordering of emphasis on liberal arts education as opposed to professional/technical education. I am not thinking here of simply placing the so-called "professional specialization" portion of the undergraduate degree at the freshman/sophomore levels and the "liberal arts education" portion at the junior/senior level. Rather, I am thinking of a change that would lead to professional specialization courses occupying most of the undergraduate curriculum with an increasing emphasis on liberal arts education at the graduate--or at least post-baccalaureate--level.

The rationale behind such a change is obvious. Several years ago, employers were, in effect, saying to colleges and universities: "Give us graduates with a broad liberal arts education who can think clearly and constructively. We will provide them with the specific vocational skills they need in an on-the-job manner." Today, employers responsible for the actual hiring of recent college graduates seem to be saying: "Give us persons with specific vocational skills as well as liberal arts skills. If you do, we will find workers who are both immediately productive and, in addition, capable of moving up in our organization." It seems obvious that, to whatever extent being "capable of moving up in our organization" becomes a bonus long run side-effect rather than an operationally important hiring criterion, the importance of the liberal arts as preparation for work will be under-emphasized.

The potential dangers of this third approach are obvious. If carried to an exteme, it would mean an increased emphasis on those institutions concentrating major attention on supplying students with specific entry-level vocational skills and a corresponding de-emphasis on liberal arts institutions of higher education. If this were to happen, those liberal arts colleges that survived might well find themselves concentrating primary attention on providing employed workers who are candidates for middle and upper management posititons with liberal arts education. At its ultimate extreme, this direction could lead to employers saying to colleges: "Give us the person with specific vocational skills required for job entry and we will give them a liberal arts education through on-the-job training"--an exact reversal of earlier times. While obviously not likely to happen, it seems important that it could. That is, the possibility that liberal arts education could take place in a setting other than a liberal arts college or a university with a strong liberal arts emphasis is not one that can be ignored.

If there is any discernable trend toward change in American higher education at this time, it would seem to be closer to this third direction than to either of the first two discussed here. If, indeed, it is a trend, then, in my opinion, it is one that should be discouraged, not encouraged.

Implementing the career education concept, to me, represents a fourth possible direction for change in American higher education. Basically, it involves recognizing and acting on the high value most college students today place on the goal of education as preparation for work. Rather than ignoring this goal or trying to convince students it is an unwise one to hold, career education seeks institutional change that will provide suitable and appropriate assistance to students in attaining that goal. It does so through the simultaneous and coordinated use of a number of more specific changes including:

1. A change toward recognizing and providing opportunities for some combination of both liberal arts education and specific vocational skill training for all students. While the specific vocational skill training may, in part, be provided by course instruction, career education seeks to promote its acquisition through experiential education approaches including various forms of work experience, internships, practica, and observations in the occupational society itself. It recognizes that such experiences do not necessarily have to compete with regular on-campus courses; i.e., they can be acquired in after school hours, during summer periods, and can take place in off-campus settings wtih some of the instruction being provided by persons who are not members of the regular teaching faculty. Some of this experience may be given academic credit but other parts may not. Similarly, some might represent paid activities while other parts may be unpaid.

2. A change toward encouraging a conscious recognition and emphasis on the part of liberal arts teaching faculty of the contributions of liberal arts education to attaining the goal of education as preparation for work. This includes providing faculty opportunity to see and experience ways in which the liberal arts are valued by and valuable in the occupational society. Hopefully, this change will motivate both the liberal arts faculty member and the liberal arts student to better recognize the importance of the process, as well as the content, goals of liberal arts education.

3. A change toward a campus-wide emphasis involving the teaching faculty as well as student personnel workers on providing career development opportunities for all students. Like the experiential education emphasis, this may or may not involve time during the regular school day and/or formal courses taught for college credit. Its results should include helping each student acquire both a clearer set of career goals and a personally meaninfgul set of work values.

4. A change aimed at encouraging quality education through a competency oriented, performance based approach to evaluation of instruction. Such an approach is consistent with providing student records of accomplishment that should be attractive to those seeking to employ college graduates. More importantly, it is consistent with career education's pervasive attempts to help students value work through giving them recognition and credit when they have worked.

5. A change aimed at a campus-wide emphasis on the broad, generic goals of higher education that extend beyond the goal of education as preparation for work. Unless this change takes place, a career education effort will inevitably be faced with the proverbial "pendulum problem" and can be predicted to have only a limited life. The current educational trend emphasizing process and content goals of instruction in the name of educational accountability requires supplementation in the form of a simultaneous emphasis on the broad, generic goals of higher education if a long-run sense of commitment and purpose is to be seen in the teaching/learning process. A number of such broad generic goals has traditionally existed in higher education with education as preparation for work being only one of these. American higher education owes it to its students to provide a conscious emphasis on all of its generic goals so that students can be helped to understand and to take advantage of the multiple benefits of higher education.

6. A change toward expanding the ways higher education serves older adults as well as recent high school graduates. The major emphases included in the career education strategy here are:
    A. An emphasis on providing occupational upgrading in specific vocational skills for persons having graduated from college some years ago.
    B. An emphasis on providing liberal arts education for persons in the occupational society needing such skills for entry into mid-management and upper management positions in the occupational society.

C. An emphasis on providing liberal arts education for persons in the occupational society seeking ways of finding and engaging in a more personally satisfying total lifestyle.

The career education concept strongly maintains that the days when American higher education existed primarily for purposes of serving youth are past.

Any one of these changes could, of course, be instigated on any given campus in the form of a specific programmatic effort. Career education seeks to remain as a concept that will serve as a catalytic "glue" for encouraging the coordinated insertion of all of these changes in the name of providing a more proper and appropriate emphasis on the goal of education as preparation for work. It is a direction for change that has been purposefully devised in hope that it will serve as a logical and reasonable way of resolving the apparently conflicting conditions outlined at the beginning of this presentation.

CONCLUDING REMARKS

It seems imperative in the light of current conditions and projected future events, that American higher education must somehow address the problem of how it can best meet the goal of education as preparation for work. Liberal arts education, as part of higher education, will not benefit by ignoring this challenge nor by pretending that it has no bonafide role to play in its solution. Of the several alternatives available to higher education for meeting challenges for change resulting from this problem, the career education concept has been pictured here as one that calls for the active and positive involvement of liberal arts education. It is hoped that those persons directly involved in liberal arts education will move toward implementing the career education concept in their change efforts.

FOOTNOTES

[1] Projection of Educational Statistics - 1985-86. Washington, D.C., National Center for Educational Statistics, 1977.

[2] Austin, A. W., King, M..R., and Richardson, G. T., The American Freshman: National Norms for Fall, 1976. Los Angeles: Cooperative Institutional Research Program of the American Council on Education and the University of California at Los Angeles, 1976.

[3] Hoyt, K. Application of the Concept of Career Education to Higher Education: An Idealistic Model. Washington, D.C.: U.S. Government Printing Office, 1976.

[4] "A Surplus of Grads" Washintong Post, August 21, 1977.

[5] Baxter, Neale. "Payoffs and Payments: The Economics of a College Education." Occupational Outlook Quarterly, 1977, 21, No. 2, 28-33.

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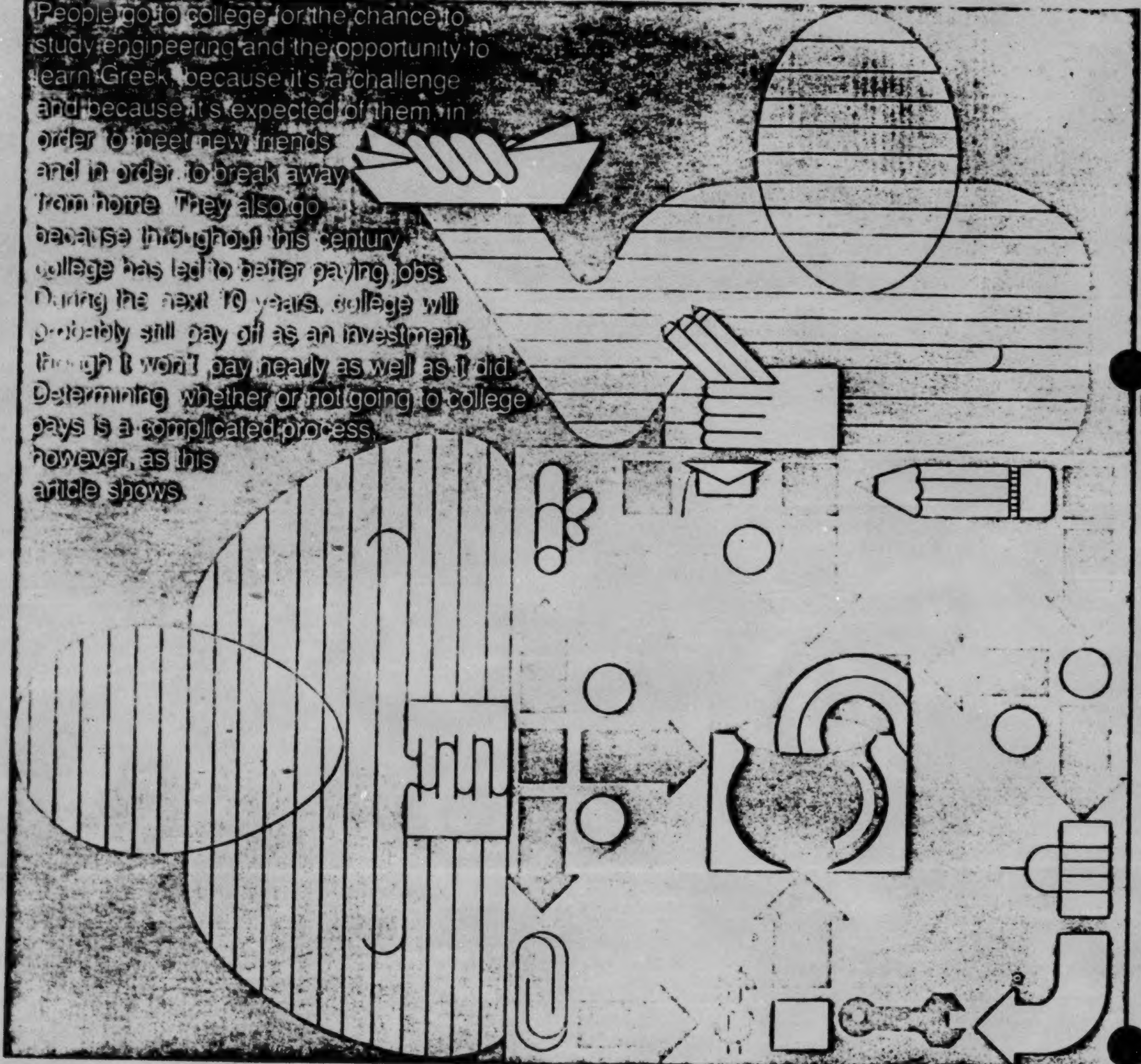
Payoffs and Payments: The Economics of a College Education

by
Neale
Baxter



People go to college for the chance to study engineering and the opportunity to learn Greek, because it's a challenge and because it's expected of them, in order to meet new friends and in order to break away from home. They also go because throughout this century college has led to better paying jobs. During the next 10 years, college will probably still pay off as an investment, though it won't pay nearly as well as it did. Determining whether or not going to college pays is a complicated process, however, as this article shows.

Prophets live in fear that their forecasts will be remembered. Although predictions are sometimes right, they are often wrong and occasionally foolish. One can spend an amusing hour on a rainy day reading late 19th century prophecies about the 20th century. One forecaster saw a day coming when every woman in America would work as a telephone operator. The reasoning behind the prediction was flawless, given the rate of growth of the telephone industry, though it did not allow for the invention of automatic switching equipment. Another forecaster looked into the future and beheld New York City under 5 feet of horse manure. That prediction too was well founded: given the rate at which the equine population was growing; but the seer might have done a better job if he had seen a Ford in his future. Not all prophecies look so silly 25 years after they are made, however. Consider this one, made in 1949 by Seymour Harris, "A large proportion of the potential college students within the next 20 years are doomed to disappointment after graduation, as the number of coveted openings will be substantially less than the numbers seeking them" (*The Market for College Graduates*).

Harris wasn't silly. He was merely wrong. If the college graduates of the 1950's and 1960's were disappointed, surveys of their economic status, job satisfaction, and general well-being have failed to reveal their chagrin.

Today's doomsayers may be no better at seeing into the future than was Harris. Predictions of disappointment for college graduates during this decade and the next must not be ignored, however. They are based upon two important facts and a reasonable hypothesis. Fact 1: College has been a profitable investment for most graduates in the past. Fact 2: Most students attend college because it is a gateway to better paying jobs, as well as for other reasons. Hypothesis: Between now and 1985, investments in college will be less profitable, and many college graduates will not be able to enter well-paid occupations that now employ college graduates. The hypothesis can be simply stated. To explain it, however, we must examine three related questions in more detail. First, what effect did a college education have on incomes during most of this century? Second, what changes took place in the labor market during the first half of this decade? Third, how accurately can we estimate what will happen during the next decade? Each of these questions leads to further complications in its turn. For example, college graduates earn more money than high school graduates. But why they earn more, how much more, and whether the amount earned exceeded the amount spent on their education are more problematic topics, each of which deserves further examination.

Why? College graduates bring many advantages to the labor market. They are generally intelligent, diligent, innovative, productive, and flexible when faced with changing duties. These attributes are not necessarily the result of a college education. However, whether colleges help people develop their ability or not, employers associate the college graduate with a preferred group of workers, just as an angler returns to a favorite pool when fishing for trout. Trout might be swimming elsewhere in the stream, but the chances of catching them at the pool are greater.

Not everyone wants to catch trout, of course, and no one wants trout all the time. But during most of this century, more jobs have been offered to college trained workers than there were graduates available to fill them. Employers therefore have been willing to pay college graduates substantially more money than high school graduates. Male college graduates aged 25 and over earned an average of $14,925 in 1968, according to the U.S. Department of Commerce, Bureau of the Census; high school graduates earned $9,793.

If employers were willing to pay college graduates more, students were also more willing to go to college because of the promise of higher earnings. A College Placement Council (CPC) study, *College Graduates and Their Employers*, based on a survey conducted in 1971, reports that high earnings were an important consideration in career choice for more than 50 percent of the male college graduates working as accountants, administrators, computer personnel, sales representatives, engineers, physicians, optometrists, dentists, veterinarians, and lawyers. Two-thirds of the men surveyed, who started college in 1961, worked in these occupations.

College graduates not only received higher pay in the late 1960's, they were also more likely to be employed than high school graduates. According to a U.S. Department of Labor study, 22 percent of the white male high school graduates aged 16 to 26 in 1968 experienced at least one spell of unemployment between 1966 and 1968. Only 6 percent of the college graduates had experienced any unemployment. The CPC survey already mentioned found that only 2 percent of the freshman class of 1961 were unemployed and looking for work in 1971. The 2 percent included those who did not finish college.

College graduates have also earned more than high school graduates because they lose less income as a result of illness and injuries. College graduates more often work in occupations that have very low injury and illness rates. They also tend to have better sick pay and health insurance benefits than does the average worker.

How Much? How much more money does a college graduate earn during a lifetime than a high school graduate? $331,685, maybe. This 1972 estimate of the Census Bureau is the most recent available. It represents the difference between the expected earnings from age 18 to death for a male college graduate ($710,569) and the earnings expected for a high school graduate ($478,874). Unfortunately, the ringing precision of the $331,685 difference drowns out several qualifications. The most important of these is that it allows

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Neale Baxter is an OOQ staff writer.

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neither for inflation nor increased productivity. As a result of inflation, a given amount of money will buy fewer goods and services. As a result of increased productivity, a given amount of money will buy more goods and services.

Estimates of lifetime earnings can be made that do allow for inflation and increased productivity. These estimates assume a constant rate of inflation or a constant increase in productivity. Depending on how much one allows for each of these variables, the value of a college education in 1972 to a 25-year-old male could have been as much as half a million dollars or as little as 56 thousand dollars. One additional qualification: those figures are based on mean incomes during 1972; changes in the rate of unemployment for college graduates relative to the rate for high school graduates also affect lifetime income.

How much more money does a college graduate make? Maybe a little, maybe a lot.

Is the Return Worth the Investment? Rates of return are simple ways to speak of the value of a college education. They are similar to interest rates. If a $100 deposit in a bank yields $106 dollars at the end of a year, the rate of return is 6 percent. If a $10,000 education yields $102,857.17 after 40 years, the rate of return is also 6 percent. To calculate a rate of return, one needs to know how much an education costs, how much the college educated earn compared to those without a college education, and how much those future earnings are worth today.

The cost of an education is the amount paid to the school for tuition and fees, plus expenditures for food, clothing, and shelter (subsistence), plus the value of the income a student could have earned by working (foregone income), minus any assistance received as student aid. The relative size of each slice of this pie has changed considerably during this century. Table 1 provides estimates by the Carnegie Commission on Higher Education for each item. The difference in the importance of foregone income during the depression years of 1939-40 and the high employment years of 1949-50 is especially striking.

Table 1: Tuition, subsistence, student aid, and foregone income as percentages of the cost of a college education

	1929-30	1939-40	1949-50	1959-60	1969-70
Tuition and fees	23.0	25.8	16.3	16.2	18.4
Subsistence	58.7	52.6	51.6	27.2	24.3
Foregone income less subsistence	20.4	24.4	75.6	62.8	67.1
Student aid	-2.1	-2.9	-43.5	-6.2	-9.8

Source: *Higher Education: Who Pays? Who Benefits? Who Should Pay?* The Carnegie Commission on Higher Education. New York: McGraw Hill Book Co., 1973.

The actual cost of tuition, fees, and subsistence can be readily determined. In 1969-70, they cost $1,362 at public universities and $2,919 at private ones, according to the Office of Education, U.S. Department of Health, Education, and Welfare (DHEW). Four-year colleges were somewhat less expensive than universities. These costs had risen substantially by 1975-76 when public universities charged $2,104 and nonpublic ones charged $4,644. Two factors make this increase less dramatic, however. First, much of the increase is due to inflation. Second, the importance of the cost of subsistence depends on the individual. If a family is paying to send children to college and if those children would be self-supporting were they not in college, subsistence is a real expense. But if an individual is self-supporting, subsistence is not a cost of education since people must eat even when they don't go to school. Subsistence accounted for almost two-thirds of the cost of attending a State supported university in 1975-76.

Current tuition and subsistence costs would dent anyone's budget. But, as table 1 shows, the largest single expense is foregone income—the money that a student who chose not to go to school would make working. It is similar to the money a farmer does not make when a field lies fallow. Like the farmer, the student hopes that sacrificing earnings this year will yield higher returns next year.

One can form a very rough idea of the value of foregone earnings from the average annual income of the college age population. This figure, however, would overstate the amount of income foregone, unless the amount was adjusted for unemployment and for the number of weeks a student actually attends school. The income lost by students who do not work during vacations should not be charged against their education. Elchanan Cohn made these adjustments in his *Economics of Education* and estimated that foregone income in 1968 amounted to $2,952.49. A slightly higher figure would probably be more accurate because Cohn based his estimates on a 25-week school year.

Since tuition, room, and board cost $1,245 at public universities during 1968-69, according to the Office of Education, foregone income is by far the greatest expense in obtaining an education. But, like subsistence, the importance of lost income depends on the individual. It is a very real expense for a student who gives up a job to attend college. And yet, as the Carnegie Commission notes in *Higher Education: Who Pays,* "For the typical parent . . . the choice may be between paying for college costs, or having the son or daughter become an independent economic unit. Thus no income to these parents is foregone. . . ."

Two further adjustments must be made to the cost of attending school before we can estimate the rate of return. First, we must deduct the cost of room and board from the amount of earnings foregone since these expenses would also be incurred by a self-supporting student. The $1,245 charged at public universities in 1968-69 included $868 for room and board. A student's foregone income at such a school would, therefore, be about $2,100 rather than $2,952.49. Second, we must deduct the money that students actually earn—the average assistance received in the form of scholarships and aid—from the foregone income. Information on the average amount of aid received by a student in 1968 is not available, but in California in 1971–72 the average was $410. Assuming that the amount of aid available in California was higher than the national average and that the amount available in 1971–72 was greater than the amount available in 1968, the cost of going to a public university in 1968 was somewhat more than $1,700. The cost of a private school was at least $1,000 higher.

We now have an estimate of the cost of attending a university for 1 year. The cost for each of the 4 years would need to be calculated in the same way. Students who graduated after the 1968–69 academic year had a cost of less than $6,800 since their senior year was the most expensive. If they graduated at age 21, they would have been 25 in 1972, and their estimated lifetime earnings are discussed in the section "How Much?" To determine the rate of return, it is necessary to pick an estimate and establish what percentage of $6,800 compounded annually for a given number of years yields that figure. A 21-year-old graduate would work for 44 years before reaching the usual retirement age. Invested at 5 percent for 44 years, $6,800 yields $58,188; invested at 10 percent, $450,595; invested at 12 percent, $995,639. Several economists have estimated the rate of return for college students who graduated before 1970 to be between 10 and 12 percent. As we shall see, however, those who graduated after 1970 may receive lower return.

Once we know the rate of return, we can determine whether or not college was a profitable investment for the student by comparing the rate of return with the prevailing interest rate. In simplest terms, if the rate of return is higher than the highest available interest rate, college is a profitable investment. This was the case through most of this century.

For the past three highly speculative pages, we have been concerned with establishing the rate of return for the graduating class of 1969. It is well to point out that the actual rate of return cannot be determined for another 50 years or more. The class of '69 will not even reach retirement age until 2011. And many more years will pass before the final pension and survivor benefits—both are higher for college graduates than for nongraduates—are paid. Projecting the rate of return of 1969 college graduates is a little like estimating how much water will pass through the Grand Canyon in the next half century; it can be done, but one needs a wide margin of error.

The Big Bust. Up to this point, we have been discussing the value of a college education received before 1970. We did so for a good reason. The college labor market in the early 1970's was like an overenthusiastic celebrant on New Year's Day: it was hurting.

What happened? Throughout most of this century, more jobs were available for college graduates than there were college graduates who wanted them. In the 1970's, the opposite has been true. College graduates looking for work in the 1970's were caught in a three-way squeeze: more people were graduating than in the 60's, a larger percentage of the graduates wanted to go to work rather than continue their schooling, and large numbers of students who had attended college in the 1960's completed their postgraduate training. As a result of the surplus, many college graduates were hired at salaries that did not keep pace with inflation, some could find no job at all, and others were unable to find a job usually given to college graduates.

Starting salaries are sensitive to the general health of the economy and to the supply of college trained workers. Since the supply of college graduates in the early 1970's was greater than the economy could absorb, the starting salaries of most college graduates actually declined during this period when adjusted for inflation, a fact pointed out by Richard Freeman in *The Over-Educated American*. Table 2 shows that starting salaries in selected disciplines increased between 1967 and 1976, but real earnings declined by as much as 18 percent. In contrast, real earnings of nonsupervisory production workers advanced by 8.6 percent during this period.

Table 2: Starting monthly salaries of college graduates in current dollars and adjusted for inflation, 1967 and 1976

Major	Salary offered[1]		1976 salary adjusted for inflation since 1967	Percent change in purchasing power
	1967	1976		
Business	613	872	518	–15.4
Accounting	637	1,028	605	–5.0
Humanities and social sciences	589	804	478	–18.8
Chemical engineering	733	1,279	760	+3.6
Civil engineering	706	1,108	659	–6.7
Biological sciences	not available	810	482	–11.3

[1] College Placement Council, "Salary Survey: A Study of 1966–67 Beginning Offers, Final Report," June 1967, and "Salary Survey: A Study of 1975-76 Beginning Offers, Final Report," July 1976.

Since the starting salaries, adjusted for inflation, for seventies' graduates have been lower than those of sixties' graduates, the lifetime earnings of seventies' graduates may also be lower than the lifetime earnings of sixties' graduates. If seventies' graduates do earn less, their rate of return for the cost of college will be lower than the 10 to 12 percent estimated for the class of '69. Richard Freeman estimates that the rate of return for the class of '73 could be as low as 7.5 percent, still a better return than most savings banks, but a lower return than that offered by some investments.

Un(der)employment. Working for a relatively lower salary than the one paid to the previous years' graduates may be disappointing. Not working at all is worse. In October 1972, the unemployment rate for recent college graduates stood at 11.7 percent, according to the U.S. Department of Labor, Bureau of Labor Statistics (BLS); the rate for high school graduates in the same age group was 7.7. A CPC survey of 1972 graduates conducted during the summer and fall of that year discovered an 18 percent unemployment rate. An astonishing 21 percent of the male arts and humanities graduates had not even received a job offer.

These extremely high unemployment rates for recent college graduates should not be confused with the unemployment rates for all college graduates. In March 1972, the unemployment rate for college graduates was 3.1 percent, according to BLS; the rate for high school graduates was 5.6. In March 1976, the college rate was 2.8 percent, less than half the high school rate of 8.2 percent. One might also note that by November 1974 the unemployment rate for liberal arts majors in the class of '72 was almost the same as the national average, according to a survey Michael Walsh describes in *Change*, September 1975. The unemployment rate in Walsh's sample was 6.4 percent. The national average in November 1974 was 6.2.

The anger and despair caused by unemployment can be understood even by people who have never had difficulty finding work. Underemployment, working in a job that does not make full use of a person's education and ability, exerts more subtle pressure.

Underemployment is extremely difficult to measure, in part because many people feel underutilized even though they work at jobs usually held by college graduates and receive a salary higher than the national average for college educated workers. Walsh found that more than 20 percent of the 1972 liberal arts graduates he surveyed considered themselves underemployed; however, half of those who felt underemployed had jobs traditionally held by college graduates and earned more than $8,000 in 1974.

What's Past Is Prologue. When a cow finds a bale of hay in the same place every morning, she's likely to expect it to be there the next morning. If the hay isn't there one day, she might be puzzled. What will happen tomorrow? Will there by hay or not? The same question confronts those who try to estimate the value of a college education. Were the low starting salaries of the seventies a temporary phenomenon or the first sign of a lasting decline in the profitability of a college degree? To answer that question, we must know how much college will cost in the future, how many students will graduate, and how many jobs will be available for the graduates.

The National Center for Education Statistics, DHEW, estimates that students in public institutions of higher education will pay about $200 per year more for tuition, fees, room, and board in 1984–85 than they had to pay in 1974–75. The cost of a private college or university could rise $400. The average expense to a student will increase even more if less scholarship money is available in the future than was available through the early seventies.

The National Center for Education Statistics also estimates that the number of bachelors' degrees conferred will rise from 944,000 in 1974–75 to 1,076,000 in 1984–85. A total of 11,328,000 bachelors' degrees may be awarded between 1975 and 1985. Not all college graduates go to work, and not all entrants to the labor market with college degrees come right out of school. But if past patterns of entrance into the labor market remain unchanged, about 10.9 million people with bachelors', masters', doctoral, or first professional degrees will start looking for work between 1974 and 1985, according to estimates by BLS. An additional 2.25 million people with college diplomas will reenter the civilian labor force. They include people separating from the Armed Forces and women returning to the labor force after raising children. A total of 13.1 million college graduates will, therefore, be reading the want ads and sending out applications. During this same period, BLS estimates that only 12.1 million jobs requiring a college degree will be open.

What will the million graduates who cannot find college level jobs do? The degree holders are not likely to be unemployed. They are more likely to be underemployed, to push young people without a college degree out of jobs that do not now require a college degree. But, although those with a bachelor's degree will have a clear advantage over those without any degree, college graduates will face considerable competition in some occupations from graduates of community and junior colleges and other postsecondary institutions. In addition, although college graduates may initially be underemployed, one study indicates that college graduates stand a better chance of being promoted than do nongraduates. The period of underemployment might thus be limited if a college graduate was hired initially for a noncollege position.

Caveat Counselor. One final possibility concerning the projected surplus of college graduates deserves emphasis: some eggs do not hatch. The projections discussed in this article contain many assumptions. The projections will be wrong, one way or another, unless each variable behaves as it is supposed to—as it behaved in the past few years—or unless any changes cancel out each other.

Projections of the supply of college educated workers will prove to be too high if a smaller percentage of high school graduates go to college during the next 10 years than did so in the last decade. We do not now know if many young people will decide not to go to college, but we do know that entering freshmen make decisions influenced by what happens in the job market. The single most striking example of students' reaction to the job market is the sharp decline in the number of women entering college who plan careers as teachers. In 1966, 35.6 percent of the first-year class did; in 197 only 12.7 percent did. The fluctuation in engineering enrollments also indicates that some young people will not go to college unless they think a degree will open employers' doors to them since fewer students enroll in engineering schools when unemployment among engineers rises. Prospective collegians might also be deterred by the rising cost of higher education, further decreasing the actual number of degrees conferred.

The estimates could also be too low. Financial rewards are not the only reason students attend college. The rate of return for a college education was only 5 percent in Norway in 1973, according to the Carnegie Commission, but this did not discourage attendance. Also, while the employment problems of college graduates might influence some students against 4-year schools, the employment problems of high school graduates might encourage other students to spend 4 years surrounded by ivied walls.

Furthermore, although the relative salaries of college graduates might decline, a college degree will still be a minimum qualification for millions of jobs. Every humanities graduate might not be hired for a college level occupation, but nongraduates won't even be interviewed.

Projections of the demand for college graduates contain even more uncertainties. BLS projections assume that the percent of college graduates in clerical and blue-collar occupations will remain at 1974 levels through 1985 and that the proportion of college graduates in other occupations will increase as they have in the past. The number of job openings projected will, therefore, be too low if new technology makes better educated workers necessary for certain jobs. Such a change is highly improbable, however. Projections also assume that industries will grow at a certain rate relative to each other. More openings will be available if industries that employ many college graduates—finance, for example—grow at a faster rate than expected, even if the economy as a whole does not perform well. By the same token, slow growth in a single industry could make the outlook much worse than expected, as was the case with the poor performance of the aerospace industry in the 1970's.

In order to make its projections, BLS assumes that the rate at which college graduates enter the labor force will remain unchanged. Sudden changes in this rate therefore affect the accuracy of the projections. As already noted, one problem during the early seventies was that a larger proportion of college students entered the labor market upon graduation than had done so in the sixties. The percentage of college educated women who remain in the labor force or reenter the labor force after a few years of work in the home might also change. The projections assume that these rates will increase, but any change in the rate of increase will affect the accuracy of the projections.

The cost of college, the supply of college graduates available in the next decade, and the demand for them will determine whether or not college is a good financial investment. Although we can make estimates for each of these factors, to determine what will happen to the salaries of college educated workers over the next 40 or 50 years is far more difficult. If the supply exceeds the demand (as seems likely in the near future), salaries will not increase as they did during the first half of this century and college will not be as profitable an investment.

What Should a High School Graduate Do? This analysis of the economics of a college education attempts to point out the complexity of the question, "Is college a good investment?" But even granting the complexity, one cannot leap from this question to the question a student is most likely to ask, "Is college good for me?" To answer that question merely in monetary terms requires a careful review of the individual student's finances. It is all very well to say, for example, that students x and y will enjoy a higher rate of return if they invest in real estate than if they invest in college; but, in practice, parents are neither willing nor able to present their children with the lump sums that such investments require. Nor do students have in hand and available for investment the foregone earnings that bulk so large in an analysis of the cost of college. At the same time, however, the financial return on a college education is a long-term investment. Although the average earnings of a college graduate are higher than the average earnings of a high school graduate at every age, the difference becomes much larger only after middle age. Also, as the Carnegie Commission says, "Even if college graduates experience an average rate of return of 14 percent for the investment in higher education [a higher rate of return than most economists expect] about one-third of college graduates will do less well financially than the most successful one-third of high school graduates." Not all the occupations that pay well require a college education, and not all the occupations that attract college graduates pay well. Locomotive engineers, electricians, and police officers earn more than high school teachers, librarians, and registered nurses.

Finally, one must remember that colleges are not banks; they do not propose to make money for investors. They do try to enlarge a student's world: to add new people, new pleasures, and new ideas. Careful addition, in short, enables us to determine the cost of a college education; but even the most accurate estimates and projections of salaries, fringe benefits, and employment levels cannot reveal its value.

VIDEO MATERIALS FOR ACADEMIC ADVISEMENT AND CAREER CHOICES

Dr. Lowell Walter, Coordinator of Academic Advising
San Jose State University

At the core of all undergraduate programs in the California State University and Colleges system is a State Code requirement that every student must complete forty units of general education courses to qualify for a baccalaureate degree. In order to satisfy this requirement, every student must take a minimum of two courses in each of four areas: science, social sciences, humanities, and basic subjects (English, speech, and mathematics). Furthermore, the student must earn a total of 32 units in these four areas. The remaining 8 units may be taken as electives, but must be taken outside the student's major.

Most academic departments at our institution require from 26 to 40 semester units in the academic major. Many academic departments also require certain additional courses in support of the major, and the pattern varies from department to department. Frequently, these supporting courses can be used to partially satisfy general education requirements if they are courses in the area of the sciences, social sciences, humanities, or basic subjects.

Ideally, each academic advisor should be familiar with all graduation requirements. In reality, most advisors find it difficult to understand and communicate to students the many nuances of the general education pattern requirements. For this reason, the University has established a General Education Advisement Center for assistance in planning an appropriate pattern of general education courses which, as explained above, is often influenced by the students' choice of major.

The General Education Advisement Center has been in operation for three and one-half years. Soon after it opened, it became apparent that many students were not prepared to make a choice of academic major at the time of their admission to the university. At the same time, it became apparent that many students could make a tentative choice of major if they had access to appropriate information about the various academic disciplines. Recognizing this need, a project was conceived which had as its objective the development of on-the-spot information about each of our academic disiplines which would deal with such questions as: 1) What is this major all about? 2) What kind of people should be interested in it? 3) What will the completion of this major do for me in the job market?

After considering the various communications media which might be utilized, it was decided that a series of video presentations combined with written materials would provide the most impact and have the highest interest value. Having made this decision, the next step was to determine whether the university had the resources to develop such materials.

A series of discussions were held with the staff of the Instructional Resources Center. It was finally agreed that their instructional television team could produce the desired kinds of video materials, but that support from academic departments was essential.

The next step was to ask the deans of our academic schools if they would be willing to exert influence on their academic departments to seek one faculty member in each department interested in participating in the project. The deans were reminded that quite often knowledgeable faculty are not available to talk to students about the university's programs, especially during vacation periods and holiday breaks when many students come in for information. They were also reminded that these informational materials could serve as effective recruiting resources for the various academic departments.

Our arguments were apparently persuasive, for we obtained excellent cooperation from all schools and departments. Over a three-year period our Instructional Resources Center has developed more than ninety of these video programs. Once the project got underway, we found that many departments were approaching us and requesting an early opportunity to have a video program developed for them. They recognized the value of such a recruiting tool.

Each video program is 5-7 minutes duration. They have proven to be tremendously popular with students. They are housed in the General Education Advisement Center which is visited by about four thousand students each semester. Not only do they assist students in making preliminary decisions about choice of major, they also stimulate an interest in obtaining more information about specific programs and vocations. We have found that many students will view six or eight video programs at one sitting.

In addition to these video programs, students who visit the center also have access to career monographs which have been developed to supplement the video presentations. These monographs provide more details about the job potential of different disciplines and facts about recently employed San Jose State graduates in the world of work. The monographs also are very popular with our students and have been much sought after by off-campus people. These monographs have been prepared by the university's Career Planning and Placement Center.

The combination of information via video programs and written handouts has been a fortuitous one for both faculty and students. The academic departments know that students will at all times have access to certain basic information about their programs. It is no longer necessary for students to rely on the uncertain possibility of catching an informed faculty person in his or her office for such information.

The voluntary testimony of high school students, junior college transfers, and our own student population attests to the practical value of using video materials to assist in academic advisement and career choice.

CAREER MONOGRAPHS

The following is an example of a series of Career Monographs developed by the Career Planning and Placement Center at San Jose University.

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Career Monograph

Career Planning and Placement **San José State University**

SCHOOL OF APPLIED SCIENCES AND ARTS

HOME ECONOMICS

1. Requirements for the Major: Student fulfills core requirements for the Bachelor of Arts degree in Home Economics. See San Jose State University catalog for full particulars. (1974-76). The Master of Arts degree-See Graduate Bulletin.

2. How This Major May Be Used:

BA Degree: Home Economics

A. As a preparation for a teaching career in junior high and secondary schools; as preparation for California Single Subject Teaching Credential with home economics emphasis, and teaching Adult Education classes.

B. As a liberal education with a home economics emphasis.

C. As a preparation to become accredited dietitian.

D. As a preparation for a business career in testing, product researcher, analyst of comparative brands, consumer liaison for food and food-related companies, publicity and public relations, advertising, radio and TV, newspaper, magazine, copywriter, food stylist, photographer, developer of recipes, cookbooks, new products, fashion merchandising, educational representative in the Home-Sewing industry, and director of Nursery schools.

E. As a preparation for a career in community service in family relations and child development, foods and nutrition, consumer economics, and clothing construction.

MA Degree: Home Economics

A. As a preparation for a professional career in Home Economics.

B. As a preparation for a teaching career in a community college.

C. Foundation for doctoral studies in Home Economics education, or inter-related areas.

D. Advanced preparation in support of the Standard Teaching Credential, Secondary.

3. How Recent Graduates Are Doing: Home Economics serves as the foundation for an exceptionally wide choice of occupations. In addition to teaching and dietetics, it is a valuable professional major for careers in consumer education and nutrition; preservation and use of food, design, selection and care of clothing; textiles for clothing and the home; family housing and interior design; equipment; Art as part of everyday life; family relationships and child development and management of resources of individuals and families.

Two recent graduates reported employment in the field of merchandising as management trainees at Bullocks & Capwells, while another graduate obtained a position as fashion coordinator. A dietetic internship at U.C. Medical Center with a monthly stipend of $352 a month was listed for one graduate seeking her dietetic accreditation, and one stated she was working as a permanent part-time employee at Peninsula Hospital, Burlingame in dietary on call. Several recent graduates have enrolled in graduate school with an aim toward their secondary teaching credential in home economics. A service director for a "Homemakers" company was the position reported for one graduate, also enrolled in graduate school and working toward a teaching credential. Fifteen teachers who received the secondary single subject credential 1974-75 were able to secure teaching positions in their field, while four newly credentialed elementary/multiple subject teachers obtained jobs in home economics. On the community college level, although there were a good number of vacancies recorded in home economics, no one was able to secure a teaching position in that area.

4. Employment Outlook: Home economists, especially those wishing to teach in high schools, face rough competition for jobs through the mid-1980's. Other areas of home economics also may experience competitive job market conditions as those unable to find teaching jobs look for other home economists positions. However, for those willing to continue their education toward an advanced degree employment prospects in college and university teaching are expected to be good.

Although employment of home economists is expected to grow slowly, many jobs will become available each year to replace those who die, retire, or leave the field for other reasons. Growth will result from increasing awareness of the contributions that can be made by professionally trained home economists in quality child care, nutrition, housing and furnishings design, consumer education information, and man-environment relations. They also will be needed to promote improvement of home products and services. The Vocational Education Amendments of 1968, which provide funds for consumer and home-making education at the secondary, post-secondary, and adult levels, and focus on the needs of low income families, should further stimulate the need for home economists. A new expanding horizon for home economists will be teaching of the metric conversion, working with the handicapped and aged people.

NATURE OF THE WORK

A home economist can be a college professor, magazine editor, hospital dietitian, product demonstrator, social welfare worker, public health researcher, business executive, advertising copywriter or food or fashion photographer working with a specialized photographer. Even so, people in this diverse range of occupations have a common goal. That is, quite simply, to improve and enhance people's daily lives. They do this by promoting health, safety and welfare and improving conditions favorable to family living; by educating individuals for family living; by improving existing goods and services and by helping to create new ones based on the changing needs of families. Professionals in the field all have at least a bachelor's degree in home economics, with specialization in one of the following areas: 1) art, 2) textiles and clothing, 3) food and nutrition, 4) household and money management, 5) housing, furnishings and equipment.

Home economists can work in their own communities, or on a state, national, or international level. They work as free-lance persons, writing special articles about food, nutrition, clothing, community health, design, art and textiles and set their own hours of work. Not only can they work throughout the world, some even work on problems that are out of it--doing research for outer space programs. Home economists work in schools and colleges, hospitals, private businesses, government agencies and for a variety of health and social welfare organizations. More than half are teachers, about one-third are dietitians or nutritionists. Some do research, some are extension workers, others work in health and welfare. There are home economists in the hospitality industry, hotels and restaurants and institutional food services,and in fabric and clothing manufacturing industries.

The home economists who work as teachers teach students about foods and nutrition; clothing selection, construction and care; child development; consumer education; housing and home furnishings; and family relations and other subjects related to family living and homemaking. Many home economists serve as teachers and directors of pre-schools. Teachers in Adult Education programs help men and women to increase their understanding of family relations and to improve their homemaking skills. They also conduct training programs on a secondary, post secondary, and adult level for jobs related to home economics. Special emphasis is given to teaching those who are disadvantaged and handicapped. College teachers may combine teaching and research, and often specialize in a particular area of home economics.

Home economists employed by private business firms and trade associations promote the development, use, and care of specific home products. They may do research, test products, and prepare advertisements and instructional materials. Other duties may include preparing and presenting programs for radio and television, serving as consultants, giving lectures and demonstrations before the public, and conducting classes for salesmen and appliance servicemen. Some home economists study consumer needs and help manufacturers translate these needs into useful products.

Food manufacturers employ home economists to work in test kitchens or laboratories to improve products and help create new ones. They also may publicize the nutritional values of their company's foods. Utility companies hire home economists to demonstrate appliances and services and to give advice on household problems. Home economists employed by kitchen and laundry equipment manufacturers may assist engineers on product development.

Home economists in the field of communications work for magazines, newspapers, radio and television stations, advertising and public relations agencies and trade associations. They prepare articles, films, slides, brochures for educational programs, advertisements, and speeches about home economics products and services. They may also test and analyze products and study consumer buying habits.

Home economists are employed by commercial pattern companies, department stores, interior design studios, and other business firms to help design, manufacture, and sell products for the home. Financial institutions sometimes employ home economists to give customers advice on spending, saving, and budgeting.

Some home economists conduct research for the Federal Government, state agricultural experiment stations, colleges, universities, and private organizations. The U.S. Department of Agriculture employs the largest group of researchers to do work such as study the buying and spending habits of families in all socio-economic groups and develop budget guides.

Home economists who work for the Cooperative Extension Service conduct adult education programs for men and women, and 4-H Club and other youth programs for girls and boys, in areas such as home management, consumer education, family relations and nutrition. Extension home economists also train and supervise volunteer leaders and paid aides who teach adults and youth.

Federal, state, and local governments and private agencies employ home economists in social welfare programs to advise and counsel clients on the practical knowledge and skills needed for effective everyday family living. They may also help handicapped homemakers and their families adjust to the physical as well as social and emotional limitations by changing the arrangements in the home, they help handicapped people with specialized clothing problems; finding efficient ways to manage household chores; aiding in the design, selection and arrangement of equipment; and creating other methods and devices to enable disabled people to function at their highest possible level. Other home economists in welfare agencies supervise or train workers who provide temporary or part-time help to households disrupted by illness.

Home economists in health services provide special help and guidance in home management, consumer education and family economics as it relates to family health and well-being. Activities of home economists working in health programs are home visits, conducting clinic demonstrations and classes in homemaking skills, financial counseling, assisting the mentally retarded mother, working with agencies and community resources, and supervising nutrition and home management aides.

An administrative dietitian contributes to management policies, exercises cost controls, trains and supervises personnel, checks for nutritionally adequate and safe food and develops food and equipment purchasing specifications. The clinical dietitian helps individuals and groups get the best nutrition.

Other dietitians teach, do research, consult or work as public health nutritionists. Some work in business and industry, such as food companies, advertising agencies, restaurants and cafeterias, and utility companies. Others serve in the armed forces, combine dietetics with journalism to work in media or find jobs in nursing homes.

The supportive worker, the dietetic technician, can prepare in a two-year associate degree program or a one-year certificate program. Because this paraprofession is new, jobs aren't as plentiful as for professionals but can be found.

About 70,000 home economists are teachers, of whom about 50,000 teach in secondary schools. More than 15,000 are Adult Education instructors, some of whom teach part-time in secondary schools; about 5,000 home economists teach in colleges and universities. Others teach in community colleges, elementary schools, kindergartens, nursery schools and recreation centers.

More than 5,000 home economists work in private business firms and associations. Several thousand are in research and social welfare programs. A few are self-employed. Many work in the merchandising field - in purchasing, sales, buyers and promotion of products for special industries or companies.

Although home economics generally has been considered a women's field, a growing number of men are employed in home economics positions. Most men specialize in foods and institutional management, although some are in the family relations and child development field, applied arts, consumer education, and other areas.

About 370 colleges and universities offer a bachelor's degree in home economics- which qualifies graduates for most entry positions in the field. A master's or doctor's degree is required for college teaching, for certain research and supervisory positions, for work as an extension specialist, for some supervisory jobs, and for some jobs in the nutrition field.

Home economics majors study sciences and liberal arts--particularly social sciences--as well as specialized home economics courses. They may concentrate in a particular area of home economics or in what is called general home economics. Advanced courses in chemistry and nutrition are important for work in foods and nutrition; science and statistics for research work; and journalism for advertising, public relations work, and all other work in the communications field. To teach home economics in high school, students must complete the courses required for a teacher's certificate.

Scholarships, fellowships, and assistantships are available for undergraduate and graduate study. Although colleges and universities offer most of these financial grants, government agencies, research foundations, businesses, and the American Home Economics Association Foundation provide additional funds.

Home economists must be able to work with people of various incomes and cultural backgrounds and should have a capacity for leadership. Good grooming, poise, and an interest in people also are essential for those who deal with the public. The ability to write and speak well is important.

Home economists frequently gain experience as teachers and advance to responsible positions in business, extension service work, supervision, and teacher education. Those who leave the profession, but later wish to return, may find jobs as part-time or full-time adult education teachers in programs such as the Cooperative Extension Service.

Home Economics teachers in public schools generally receive the same salaries as other teachers. In 1976 the average salary of public school teachers with a bachelor's degree and a fifth year was $11,595, according to a National Education Association survey. The average annual salary for California was $14,530.

During the period January through March, 1975, Home Economist in Business, a section of the American Home Economist Association, conducted a Profile Study of its total membership working with the research firm of Corey, Canapary and Galanis. In addition to obtaining information about the HEIB membership and its image, data was generated relating education, age, location, years in the field, specialization, job classification and size of company to salary earnings of this profession group. Because the survey response reflects a significant percentage of the section's membership, to our knowledge, represents the most current data available, we are pleased to make it available to those concerned with establishing salaries for home economists in businesses.

The study was conducted by mail reaching the total HEIB membership of 2,850. A total response of 8,857 (65.2%) was received. Of these responses 1,709 (92%) were from business employed home economists. 148 came from consultants working in business home economics areas. The information below related only to the fully employed home economist in business and not the consultants.

The three areas of the United States which contribute the majority of HEIB members are the North East, the North Central and the West. These regions account for more than two-thirds of the membership and contain the major commercial centers of the country.

The majority of the HEIB work force commands an annual income of $10,000 to just below $15,000, with about one-fourth earning under $10,000 and one-fourth earning over $15,000. At the time of the study, those HEIB members earning $20,000 or over accounted for almost 8% of the total sample while less than 4% reported earnings of less than $5,000. Supported by the bulk of the data, those in the $20,000 plus category are members who have remained in the field for five years or longer and have continuous employment in one specialty.

The membership represents a wide spectrum of work longevity based on the year they received their first degree. Most of the members received their first college degree in the '60's, however, almost as many are graduates before 1950 as are graduates since 1970. The business area of this field appears to have appeal to both the younger and older home economists. The majority of the members are married and the vast majority are either the chief wage earner in the household or share responsibility for financial maintenance of the household.

In the previous summary statistics it has been noted that the majority of the respondents earn between $10,000 and $15,000 a year. The mean income, that is, the average salary of all members reporting is $12,800. The highest mean salary (15,100) is earned by home economists in the North East region. The second highest mean income ($12,250) is earned in the West region. Lowest of the regions in terms of income is the South West ($10,200). For HEIB members who are company employed, the means are higher: ($13,100), ($15,500), ($12,600), ($10,300).

The area of food and nutrition accounts for the academic specialization of a majority of the respondents. Emphasis on food and nutrition is especially notable among those who graduated before 1950 and also among those who are making more than $15,000 a year. Education and General Home Economics were the next two most popular academic pursuits. However, the data suggest that these areas of specialization do not receive comparable financial remuneration.

Those home economists who have chosen to remain in the profession, indicated by the year in which they attained their first degree, seem to be rewarded. Almost 40% of those responding who graduated before 1959 are now making $15,000 or more compared with 2% in this income bracket who graduated since 1970. But, there does seem to be a topping out in the profession.

The mean salary/earnings of the '50's graduates is slightly higher than the mean salary/earnings of the graduates before 1950. There is, indeed, a very positive note, the mean salary of the beginning home economist is $10,000.

Mobility in jobs seems to be a plus rather than a negative in terms of income. Those who are in the $15,000 or more category are the home economists who have held positions with various firms or organizations, 63% have worked for three or more firms (which could include their own company) compared with about 40% of all home economists who have worked for three or more companies.

FURTHER INFORMATION

Additional information may be obtained from the Occupational Outlock for Graduates, 1974-75, U.S. Department of Labor; Through College Majors, L. Steinberg; The Occupational Thesaurus, Everett Teal, Lehigh University, Bethelehem, Pennsylvania; The Encyclopedia of Careers and Vocational Guidance, Vols. I and II, Hopke; Career Opportunities, Series C21, Catalyst, 6 East 82nd Street, New York, N.Y. For minority group information, write to: Edward King, Director of Minority Recruitment, Association of American Publishers, One Park Avenue, New York, N.Y. 10016.

This career monograph has been prepared by the Home Economics Department and Gladys Rohe of the Career Planning and Placement staff and is intended to aid students of the University.

*Materials taken from the Occupational Outlook Hankbook - 74-75.

CAREER CHOICES AND EMPLOYMENT OUTLOOK

(The following information was compiled and is publiched by the Placement and Career Information Center, University of Utah.)

ACCOUNTING

DESCRIPTION: Accountants prepare, maintain, and analyze the financial information necessary to operate and direct organizations. They have broad educational training and are equipped to recognize problems and find solutions quickly.

EDUCATION: Students will initially concentrate on mathematics and later designing, analyzing, and evaluating systems. A career in accounting will normally require at least a bachelor's degree. Many employers look for an MBA with an undergraduate major in accounting or an M.S. in accounting. CPA firms usually require a grade point average of 3.0 or higher.

EMPLOYMENT OUTLOOK: The demand in industrial and public accounting is expected to increase constantly. Best opportunities may be with out-of-state industrial and CPA firms. Students who choose to stay in Utah can usually find good employment and the salaries and advancement opportunities are increasing.

RELATED CAREERS: City management, credit analysis, finance, industrial operation, small business management, tax service, budget control, financial analysis, hospital administration.

ANTHROPOLOGY

DESCRIPTION: Anthropologists study the origins and characteristics of various cultures. Areas for specialization include study of a peoples' traditions, beliefs, customs, languages, material possessions, social relationships, and value systems.

EDUCATION: Some training in archeology, linguistics, and physical and cultural anthropology is necessary for all anthropologists. Experience in computer methods and statistics may also prove helpful. The proximity of many prehistoric Indian ruins, as well as modern minority ethnic communities, provides excellent resources for the University of Utah student.

EMPLOYMENT OUTLOOK: Many students pursue the study of anthropology for personal growth and enrichment rather than monetary gain. Students should be realistic, however. If they intend to work they need to be aware that employment opportunities are extremely limited and a Ph.D. is usually required. Course work in diversified areas (such as business) would help employability.

RELATED CAREERS: Linguistics, archeology, museum work, social welfare, medicine, environmental consulting, biological research. See: Occupational Thesaurus, Vol. 1, p. 1.

ARCHITECTURE

DESCRIPTION: Architects create. They plan, design, and supervise building, with regard for safety, attractiveness, function, and environmental concerns. In scope, architecture runs the gamut from the production of a small, decorative design, to the planning of a city; from the construction of a modest residential dwelling, to the establishment of an elaborate industrial complex.

EDUCATION: All states require a license for practice. The University of Utah's program meets the requirements for admission to the two-day licensing examination with a 3-3-2 program: three years in pre-architecture, three years in architecture, and two year's internship. In the program the student earns two degrees: a baccalaureate degree in a major area of his choice, and the professional degree, Master of Architecture.

EMPLOYMENT OUTLOOK: Opportunities are expected to increase with the expansion of business, residential and non-residential construction, environmental planning, and urban redevelopment.

RELATED CAREERS: Landscape architecture, urban planning, commercial art, display, interior design, engineering, overseas employment.

ART

DESCRIPTION: The Department of Art offers professional level education in the studio arts with emphasis in areas of drawing and painting, sculpture, graphic design, printmaking, designer-craftsmanship, art history, and art education.

EDUCATION: BFA, MA, and MFA programs are available.

EMPLOYMENT OUTLOOK: Although graphic designers (illustration and graphic design) are employed throughout the United States, a majority of them are needed in the large Eastern and Pacific Coast cities. Artists in all areas of specialization will find the job market very competitive.

RELATED CAREERS: Newspaper advertising, stage design, educational and media aids, interior decorating, TV advertising, fashion design, jewelry, cartooning, window display.

BALLET AND MODERN DANCE

DESCRIPTION: Majors in this program are trained for professional careers as performers, choreographers, and teachers. Modern dance and ballet is also offered to non-majors.

EDUCATION: Both undergraduate and graduate programs are available.

EMPLOYMENT OUTLOOK: Keen competition and irregular employment will continue to be associated with careers in dance. Large cities, especially New York, offer the best opportunity for professional dancers. However, the number of civic and community dance groups is increasing. This, along with opportunities in film television production will create more openings for performers, teachers, and choreographers.

RELATED CAREERS: Dance therapy, special education, recreation programs.

BIOENGINEERING

DESCRIPTION: Bioengineering is the application of engineering and physical science methodology and techniques to the solution of major problems in biology and medicine.

EDUCATION: This is a graduate program. It can be entered through a BS in engineering or one of the sciences, and can lead either to a Master of Engineering or a Ph.D. degree. The undergraduate should discuss applicable required courses with his departmental adviser.

EMPLOYMENT OUTLOOK: With governmental entry into national health insurance, the expansion of medical research foundations and university medical centers, and with hospitals beginning to hire more engineers and technical specialists, the employment demand in this new field is projected to be very favorable.

RELATED CAREERS: Medical research, development of artificial organs, life support and monitoring systems.

BIOLOGY

DESCRIPTION: Biology is the science of living matter. It involves the study of the structure, evolutionary processes, and functions of plants, animals, and microorganisms. Biologists develop cures for diseases, study environmental problems, and attempt to discover the essence of life itself.

EDUCATION: Biologists are generalists. The undergraduate program is broad in scope with emphasis in two main areas: a) molecular-cellular-developmental biology, and b) evolutionary-environmental biology.

EMPLOYMENT OUTLOOK: Competition for teaching positions is very keen but there is a great diversity of job opportunity in other areas such as research, industry, and government. Biology offers broad basic scientific coverage and is often used as the preferred undergraduate degree for medicine and general scientific research. Graduates with advanced degrees are in demand by research organizations attempting to discover ways of eliminating famine, controlling climate, increasing life expectancy, and, in many other ways, bettering our conditions of life.

RELATED CAREERS: Fish and wildlife service, environmental control, scientific illustration, biological photography, ecology, genetics, physiology, drug control, horticulture, park service, etc. See: What Can I Do With a Major In...?

CHEMICAL ENGINEERING

DESCRIPTION: Chemical engineers put their knowledge of chemistry, physics, and mathematics to work in converting our natural resources into more useful materials and energy. See: Occupational Outlook Handbook, p. 331.

EDUCATION: The undergraduate program will prepare a student for employment with chemical production companies, food processing firms, petroleum companies. Ph.D.'s are sought by research companies to develop new energy resources, extract new materials and recycle old materials, and to discover ways of conducting these projects which are both economically and environmentally feasible.

EMPLOYMENT OUTLOOK: Demand is expected to continue very strong throughout the next decade.

RELATED CAREERS: Environmental control, synthetic food processing, manufacturing plastics and man-made fibers, designing and developing of nuclear and solar systems.

CHEMISTRY

DESCRIPTION: Chemists study the composition and chemical properties of substances as well as the processes of chemical change. They search for new and improved ways of putting their knowledge to practical use and, as a result, affect the quality of our food, housing, medical care, environment, and most things that make our lives better.

EDUCATION: Chemists are employed in a variety of fields not traditionally considered as "chemistry," e.g. material science, energy conversion, and environmental control. These characteristics are emphasized through an interdisciplinary degree program which provides in-depth training in related fields as well as strong training in the fundamentals of chemistry. Thus, students are given an option for either a general or a specialized program.

EMPLOYMENT OUTLOOK: The energy crisis and problems of population growth have brought a noticeable increase in demands for chemical research. There is a stable demand for industrial, analytical chemists at the BS and MS levels, and for chemists with biomedical interests.

RELATED CAREERS: Health care, food science, industrial sales, pharmaceuticals, engineering, medicine, agricultural products, etc. See: *Occupational Thesaurus*, Vol. 2, p. 89.

CIVIL ENGINEERING

DESCRIPTION: Civil engineers deal principally with public works projects. Their major responsibility is the protection of public health, safety, and welfare. Major construction and consulting firms as well as public agencies hire these graduates to participate in the planning, design, construction, operation, and management of engineered systems: streets and highways, recreational areas, pollution control facilities, buildings, bridges, water resource projects, and the like.

EDUCATION: Options within civil engineering include the study of structures, environmental and urban systems, transportation and planning, or mechanics and materials. Besides technical training, this profession calls for an ability to communicate effectively with the public, other engineers, and professionals of other disciplines.

EMPLOYMENT OUTLOOK: Should continue to be strong.

RELATED CAREERS: Consultant service, education, research, rapid transit, inspection, environmental control, overseas employment.

COMMUNICATION

DESCRIPTION: The Department of Communication includes three divisions: speech pathology and audiology, speech communication, and journalism and mass communication. Within each division there are sequences of undergraduate and graduate specialization, such as speech and hearing science, advertising, broadcast journalism, organizational communication, news-editorial journalism, telecommunication, decision-making, etc.

EDUCATION: Undergraduate students may select one of the established sequences of study within a division (such as those described above), or they may elect a division-wide or even department-wide program in which a specialized plan of study is prepared. Some of these sequences are career related and some are particularly designed to prepare students for advanced graduate or professional study.

EMPLOYMENT OUTLOOK: Demand for professionally related employment in speech pathology and audiology is competitive in Utah and relocation may be necessary. Mass communication specialists cannot all be placed in their areas of first choice, but many find positions that utilize their preparation and talents in business and government organizations.

RELATED CAREERS: Communication skills play a vital role in many varieties of careers. Students from other disciplines would be well advised to consider classes in communication to complement other majors.

COMPUTER SCIENCE

DESCRIPTION: The computer is an information processing system that is accelerating our scientific progress, producing great efficiencies in our technology, and assuming many routine business procedures.

EDUCATION: The major in computer science requires a general background in mathematics, science, and humanities; delves into some specialized areas of computer science; and studies the practical and theoretical aspects of the systems involved.

EMPLOYMENT OUTLOOK: Graduates at all levels are in great demand with computer manufacturers, research agencies, consulting firms, business and industrial users, and companies exporting computers overseas. Programmers and customer service jobs will increase rapidly during the 1980's. Ph.D. graduates will continue to enjoy excellent prospects for employment in universities and research laboratories.

RELATED CAREERS: Computer manufacturing and design, computer programming, systems analysis, computer service, electronic music, city planning, medical research.

ECONOMICS

DESCRIPTION: Economists research conditions affecting the production, distribution, and consumption of goods and services. They evaluate and forecast business trends, guide monetary policy, and evaluate results of financial, governmental, and business experiments. Areas of specialization include labor, fiscal management, agriculture, industry, and social welfare.

EDUCATION: There is a limited demand for economics majors at the bachelor's level. A master's degree or a doctorate is very important for students serious about careers in economics. Courses in research methods and statistics can prove a valuable asset for those hoping to concentrate on research.

EMPLOYMENT OUTLOOK: With the increased reliance on scientific methods of analyzing business trends, forecasting sales, and planning purchases and production operations, job opportunities for economists can be expected to increase. However, since many of the leading employers will be large industrial corporations in metropolitan areas, the willingness to relocate is an important factor in the consideration of this career.

RELATED CAREERS: Banking, labor relations, public administration, consulting, foreign diplomacy, investment counseling.

EDUCATION

DESCRIPTION: Education is our country's largest industry. One-third of our population is involved in some way. There are many kinds of students (young, old, gifted, handicapped); many kinds of teachers (pre-school, elementary, secondary, special education, college); many kinds of subjects (art, social studies, music, etc.); and other career opportunities in education besides teaching (administration, counseling, psychology, research, library services, speech pathology, multi-media, the paraprofessions, and many more).

EDUCATION: Except for programs in special education, Utah teaching certification requirements are integrated with a four-year baccalaureate degree program. Some states require a fifth year of study or special qualifications. Utah teaching certificates are issued in four basic areas: early childhood, elementary, secondary, and special education. Five different training programs and certificates in special education are available at the University of Utah, with specializations possible in behavioral disorders, deaf education, learning disabilities, mental retardation, or speech pathology. Graduate programs are available in elementary, secondary and special education, educational administration, cultural foundations, and educational systems and learning resources. A graduate degree is also offered in educational psychology. This is the largest graduate school program on campus and includes the following options: school counseling, school psychology, rehabilitation and community services counseling, counseling psychology, and teaching-learning psychology.

EMPLOYMENT OUTLOOK: Although the national teacher surplus is growing, the employment outlook in Utah is somewhat better. Elementary and secondary education majors increase their career options by choosing a minor such as reading or multi-cultural education--areas where the need still outweighs the supply. Students should consult the counselors in the Placement Center and the certification office, 304 Milton Bennion Hall, for information about those programs and areas which still have strong employment possibilities.

RELATED CAREERS: Inner-city programs, specialized library services, vocational counseling, textbook publishing, development of educational media materials, consultant services, etc. See files on education in the Career Information Library.

ELECTRICAL ENGINEERING

DESCRIPTION: Electrical engineers design, develop, and supervise the production of electrical and electronic equipment and assist in operating facilities for the generation and distribution of electrical power. They are also employed in management jobs, technical sales, research and development centers, manufacturing operations, and college teaching.

EDUCATION: Electrical engineering requires the study of technology and applied science involving electrical phenomena. Special emphasis may be found in electronics, computers, control systems, space technology, medical instrumentation, lasers, radio, television, radar, electric power systems, telephone systems, microwaves, missile guidance and tracking systems.

EMPLOYMENT OUTLOOK: The present high demand is expected to increase for positions in industrial organizations, educational institutions, consulting activities, and in private practice.

RELATED CAREERS: Manufacturing, sales, research, equipment, installation, and government agencies.

ENGLISH

DESCRIPTION: The Department of English provides vital programs of study for students who want to be teachers, scholars, and writers. It also provides enrichment to students from other disciplines through courses in literature, language, and writing.

EDUCATION: English is an excellent undergraduate major for students considering law, business administration, or other professional fields.

EMPLOYMENT OUTLOOK: English majors who want to teach will find employment opportunities limited. Alternate careers should be considered which would utilize talents in writing, editing, communicating, and analyzing.

RELATED CAREERS: Advertising, publishing, play-writing, proof-reading, public relations, newspaper reporting, TV and radio, etc. See file on English in Career Information Library.

FAMILY AND CONSUMER STUDIES

DESCRIPTION: The Department of Family and Consumer Studies is dedicated to teaching and developing skills, methods, and services that ultimately affect the comfort and well being of families.

EDUCATION: Students may select one of the following areas of emphasis: child and family relations, clothing and textiles, or consumer studies.

EMPLOYMENT OUTLOOK: Although tight competition is expected to continue for positions at the bachelor's level, candidates with advanced degrees will find job opportunities more plentiful.

RELATED CAREERS: Consultant service, lecturing and demonstration of products, advertising, radio and TV, consumer education, product development, county extension service, nursery schools, Head Seart programs, secondary and college education, fashion design, interior decorating, etc.

FINANCE

DESCRIPTION: In addition to learning priciples of management, marketing, and accounting, finance majors gain an understanding of financial phenomena and a familiarity with analytical techniques for decision-making in finance.

EDUCATION: The College of Business offers both undergraduate and graduate programs in finance. Topic areas include financial management, investment management, money and banking, bank management, financial institutions, international finance, securities analysis, real estate finance, and insurance.

EMPLOYMENT OUTLOOK: Employment has been competitive but the demand is expected to increase and students may need to consider relocating to the Atlantic and Pacific coasts where major industrial corporations and financial institutions are located.

RELATED CAREERS: Accounting, business research, consumer credit, insurance, real estate, bank administration, cash management, investment analysis, sales management, etc.

FUELS ENGINEERING

DESCRIPTION: Fuels engineering is concerned with the production, conversion, and utilization of fossil fuels.

EDUCATION: Degree programs are available at the BS, MS, and Ph.D. levels. Subject matter includes the chemistry of mineral systems; the location, recovery, and refining of fuels; the corrosion of fuel systems; chemical by-products; instrumentation; and catalysis.

EMPLOYMENT OUTLOOK: Recent events have brought into sharp focus the need for energy and the critical problems of providing this energy. Fossil fuels provide 95 percent of the energy in the United States, and must continue to provide a substantial portion of our energy well into the next century. The need for innovative, well-trained engineers to meet the demands of increasing energy consumption, decreasing fuel reserves, and environmental constraints, has never been higher.

RELATED CAREERS: Research in liquefaction and gasification of coal, oil shale, and bituminous sands.

GEOGRAPHY

DESCRIPTION: Geography is the study of the earth's terrain, its resources, population distribution, and its uses.

EDUCATION: Comprehensive programs are offered in land-use planning, environmental studies, physical geography, cultural geography, and political geography. Emphases are available in map-making, remote sensing, geographic education, and earth science education.

EMPLOYMENT OUTLOOK: Government demand for geographers is expected to increase, particularly in areas such as conservation, environmental quality control, and city, community, and regional planning and development. Private industry is also expected to employ increasing numbers of geographers for market research and location analysis. At present, however, higher education is the biggest employer, hiring two-thirds of all geographers. There is keen competition for all jobs at the present time.

RELATED CAREERS: Conservation, cartography, library science, city planning, environmental control, aerial and satellite photography, highway construction, economic development.

GEOLOGICAL ENGINEERING

DESCRIPTION: Geological engineering involves the study of rocks and soils to determine the structure of the surface and subsurface of the earth. The geological engineer obtains information from soil and rock analyses, excavations, valley walls, aerial photographs, and geophysical measurements.

EDUCATION: Concepts of geology, engineering, geophysics, geochemistry, and special aspects of rock, soil, and fluid mechanics will be studied. Both undergraduate and graduate programs are available.

EMPLOYMENT OUTLOOK: Demand should be good through the 1970's and better in the 80's for both the construction and the mineral industries. See: Occupational Outlook Handbook, and files on Engineering in the Career Information Center.
RELATED CAREERS: Governmental and industrial consulting, investigating, developing and monitoring of geological sites, preservation and environmental specialists.

GEOLOGY

DESCRIPTION: Geologists study the structure, composition, and history of the earth's crust in order to locate natural mineral and energy resources, warn of potential natural disasters, and assure that buildings are placed on firm foundations. They spend a large portion of their time in field work: surveying, making maps, taking notes, and collecting specimens of rocks, soil, minerals, and fossils.
EDUCATION: Besides geology courses, students take mathematics, physics, chemistry, biology, and engineering. Although a bachelor's degree is adequate training for some entry jobs in exploration work, a student who wishes to be a professional geologist should earn an advanced degree. A common core program in geology, geological engineering, and geophysics would permit some deferment of choice of major during the first two years.
EMPLOYMENT OUTLOOK: Energy, mining, and mineral related industries have a great need for geologists in locating energy resources and mineral reserves. The demand for geologists has increased in recent years and should continue to be good through the 70's and 80's.
RELATED CAREERS: Mineralogy, paleontology, oceanography, engineering, surveying, cartography, etc.

GEOPHYSICS

DESCRIPTION: Geophysicists use the various physical sciences in the study of the earth. They are best known for the study of earthquakes, but the science includes oceanography, geodesy, terrestrial magnetism and electricity, planetology, and others. A geophysicist spends a large portion of time in the field supervising geophysical survey crews who produce geophysical maps. These maps are interpreted in terms of rock or soil layers or in terms of mineral accumulations.
EDUCATION: Principles and techniques leading to an understanding of seismic, gravitational, magnetic, and electrical methods of geophysical exploration are stressed. The BS and MS degree graduates are qualified for work in geophysical exploration. The Ph.D. degree is designed for college teaching and basic research.
EMPLOYMENT OUTLOOK: The demand is excellent in the field of exploration or prospecting for energy and mineral resources.
RELATED CAREERS: Tectonophysics, planetology, oceanography, terrestrial magnetism, electricity.

HEALTH SCIENCE

DESCRIPTION: Graduates in health science have a professional background of knowledge and skills useful in teaching or in working with the community in the areas of health and hygiene.
EDUCATION: Majors are offered both in community health and in school health science.

EMPLOYMENT OUTLOOK: Teaching positions in education are not in abundant supply. Career opportunities with public and private health agencies, especially in metropolitan areas, are good and are expected to be better in the 1980's.

RELATED CAREERS: Public and private education, Head Start, community health, Vista, rural health, day-care programs.

HISTORY

DESCRIPTION: History is a record of the political, social, and cultural events and achievements of mankind. Historians analyze and evaluate this record in an attempt to understand the past and interpret the present.

EDUCATION: The department offers comprehensiveness and breadth in the undergraduate program as well as possibilities for research specialization on the master's and doctoral levels.

EMPLOYMENT OUTLOOK: History majors will find the teaching field crowded. Careers with museum, historical societies, special libraries, archives, government agencies, and television (consulting and research) should be explored.

RELATED CAREERS: Because of its breadth as a part of the liberal arts curriculum, a major in history provides excellent preparation for any occupation emphasizing communications skills and personal relations, e.g. journalism, civil service, law, foreign service, publishing, and public relations. See: *Occupational Thesaurus*, Vol. 1, p. 87.

HUMAN RESOURCES MANAGEMENT

DESCRIPTION: For a number of years the University of Utah has been engaged in training at the master's level, 1) administrators and planners for manpower programs, 2) personnel administrators, and 3) labor-management relations staff. The MS/HRM has grown out of the awareness that all three programs above have a common core of education, training, and experience which, when complemented by desired specialization, could provide a most effective response to the emerging need for programs in human resources management.

EDUCATION: This is an interdisciplinary master's program offered by the Department of Management and the Department of Economics. The program also includes work in political science, psychology, and sociology, as well as practical experience with public agencies and private employers. A Bachelor of Science degree is also offered in Human Resources Management.

EMPLOYMENT OUTLOOK: Personnel agencies in industry and government will hire human resource management graduates to regulate manpower utilization. This new area of emphasis is expected to grow during the next decade.

RELATED CAREERS: Manpower planning, adult education, housing, equal opportunity and civil rights, public service, management of human resources programs, etc.

INDUSTRIAL ENGINEERING

DESCRIPTION: Industrial engineers are concerned with the design, improvement, and installation of integrated systems for managing personnel, materials, and equipment. They are widely employed by manufacturers and commercial establishments to be responsible for a smoothly run plant operation. In contrast to engineers in other specialties, industrial engineers are concerned with the people in business as well as the systems of operation.

EDUCATION: With elective courses in management, mathematics, and psychology, industrial engineers represent a broader training program than the other engineering departments. On the graduate level, the MEA or Master of Engineering Administration is offered.

EMPLOYMENT OUTLOOK: There is a good demand for industrial engineers and, with the increasing complexity of industrial operations, the expansion of automated processes and the growing recognition of the importance of scientific management, the number of job opportunities in this field should expand rapidly.

RELATED CAREERS: This major is closely related to management engineering. Both management and industrial engineers are sought by banks, insurance companies, public utilities, construction and mining firms, hospitals, retail organizations, research and consulting firms.

LANGUAGES

DESCRIPTION: Language is an elaborate manifestation of human behavior and a major factor in man's interactions with the world. The study of a language provides a valuable perspective on the distinctive traits of a people's sense of reality and values. Language is the focal point for many academic disciplines such as literature, linguistics, education, logic, politics, social structure, and many others related to man's experience of himself and the world around him.

EDUCATION: Undergraduate majors are offered in Arabic, French, German, Greek, Latin, Persian, Russian, and Spanish. MA degrees are offered in the Classics and in Russian, and MA and Ph.D. degrees in French, German, and Spanish. In addition, MA and Ph.D. programs are available in comparative literature, linguistics, and Middle East Studies.

EMPLOYMENT OUTLOOK: Recent years have seen a decrease of foreign language courses in public schools and the demand for teachers on the secondary level has diminished accordingly. Students interested in language study should acquaint themselves with some of the other opportunities open to the bilingual graduate.

RELATED CAREERS: Travel bureaus, foreign trade, U. S. diplomatic service, inner-city programs for non-English speaking Americans, literary translation, cryptography, linguistics, national security, overseas engineering, international airlines, interpreter service, international business, etc. See: Foreign Languages and Careers, and What Can I Do With a Major In . . .?

LAW

DESCRIPTION: Students at the University of Utah's College of Law may train for practice in any common law jurisdiction. Study areas include the history, principles, and purpose of legal institutions; the operation of these institutions; and the development of skills of legal craftsmanship.

EDUCATION: The College of Law offers graduate programs consisting of three years of professional study, with many interesting options for internships. Since admission to the University of Utah Law School is highly competitive, it is recommended that interested students complete a baccalaureate degree in any strong liberal arts or business program with an outstanding GPA. See: University of Utah College of Law Bulletin published each year.

EMPLOYMENT OUTLOOK: Very good, particularly strong in the areas of tax, corporate, personal injury and labor law., Both the local and the national job market have good potential for the immediate future.
RELATED CAREERS: Some lawyers are trained for specialization in specific branches of law such as corporation, tax, labor, criminal, patent, and real estate law. Some work long hours in court; others never go to court but conduct out-of-court or pre-trial investigation, draw up legal documents, serve as trustees, legal advisers, etc.

LEISURE STUDIES

DESCRIPTION: A leisure studies degree prepares graduates to develop, direct, supervise, and manage, public and private recreational programs and facilities to promote physical fitness and a greater enjoyment of life.
EDUCATION: Both undergraduate and graduate programs are offered. Supervised leadership training in an appropriate recreation or park agency is included in the BS degree program.
EMPLOYMENT OUTLOOK: A growing demand is anticipated because of the greater amount of leisure time projected for the future and also because of the increased population in those age ranges more likely to use recreation services. See files on recreation in Career Information Center.
RELATED CAREERS: Therapeutic recreation, park administration, youth programs, commercial recreation, programs for the elderly, community services, social welfare.

LIBERAL ARTS

DESCRIPTION: The term "liberal arts" does not indicate a specific major. Rather, it denotes a kind of education-the kind that is more concerned with the art of living than the demands of work. Its goal is the enrichment and liberation of a human being. This university program helps students explore broadly and deeply and offers excellent undergraduate coverage for most professional schools.
EDUCATION: Liberal arts students do most of their academic work within the College of Fine Arts, the College of Humanities, or the College of Social and Behavioral Science.
EMPLOYMENT OUTLOOK: Many employers find this comprehensive educational background a desirable asset, but it should be accompanied by appropriate competencies and professional courses designed to develop desirable and marketable skills.
RELATED CAREERS: Government service, personnel work, writing. See: What Can I Do With a Major In. . .? and files in the Career Information Library.

MANAGEMENT

DESCRIPTION: A student who majors in management will learn how to organize, staff, direct, and control a business enterprise, with special attention given to the processes of job evaluation, quantitative and statistical decision-making, and the management of sales personnel, human resources, operations distribution, transportation, finance or any customary corporate function.
EDUCATION: Both undergraduate and graduate programs are offered through the College of Business. Most managerial positions require experience or in-service training within the respective company.

EMPLOYMENT OUTLOOK: Demand is expected to be good throughout the 70's and 80's although some of the better opportunities require relocation and geographical flexibility. Due to the wide variety of positions open to management majors, students have great potential for personal choice. Broad exploration helps to focus area best suited to individual preference.

RELATED CAREERS: Administrative officer, production manager, office supervisor, operations manager, labor relations specialist, personnel director, small business owner.

MARKETING

DESCRIPTION: Marketing encompasses all phases of supplying a customer with a product, from conception to final sale. It includes wholesaling, retailing, product design and development, marketing research, advertising, physical distribution, and customer service. In the most basic sense, marketing is the business of satisfying the customers' needs and wants.

EDUCATION: The College of Business offers a bachelor's degree in marketing and a graduate program in business administration (MBA).

EMPLOYMENT OUTLOOK: A strong demand for marketing majors should continue through the 70's and 80's, but many desirable positions require a willingness to relocate. Practical work experience in the field can greatly increase the candidate's chances of finding the kind of career opportunity desired.

RELATED CAREERS: The type of orgnaization which recruits marketing personnel and sales representatives covers a wide spectrum of employers, including department stores, wholesale groceries, automotive corporations, pharmaceutical companies, and a variety of industrial concerns. See: *Standard & Poor's Register* in the Career Information Library.

MBA (MASTER OF BUSINESS ADMINISTRATION)

DESCRIPTION: The primary objective of the MBA program is to develop effective administrators in business firms, nonprofit institutions or governmental agencies. Areas of specialization are available in finance, accounting, marketing and general management principles.

EDUCATION: The program serves graduates from recognized colleges of business as well as graduates in liberal arts, science, engineering or other fields. Emphasis is placed on the development of leadership, analytical decision-making and organizational skills.

EMPLOYMENT OUTLOOK: Excellent. Frequently, MBA's secure employment because of the particular combination of their undergraduate and graduate degrees. For example, excellent opportunities are expected to continue for MBA's with technical undergraduate degrees in engineering as well as graduates with a strong emphasis in accounting, finance or marketing. However, flexibility in geographical preference is often essential if the best opportunities for advancement are to be chosen.

RELATED CAREERS: Marketing analysis, corporate planning, sales management, personnel administration, world banking.

MATERIALS SCIENCE AND ENGINEERING

DESCRIPTION: This is the study and application of the engineering and scientific aspects of materials: metals, alloys, ceramics, polymers, and composites.

EDUCATION: It weaves together much of modern solid-state chemistry and solid-state physics, and includes the principles of engineering design and mathematical analysis. The field ranges from the most sophisticated theories and mathematical methods to the most practical everyday applications and systemized ways of attacking many-faceted problems.

EMPLOYMENT OUTLOOK: The demand is strong and expected to increase further in the 1980's.

RELATED CAREERS: Plastics, metallurgy, ceramics, artificial organs, semi-conductors, biomedical devices, space-craft design, pollution control, nuclear energy.

MATHEMATICS

DESCRIPTION: Mathematicians engage in a wide variety of activities ranging from the creation and relating of new theories to solving of simple or complex numerical problems. Some graduates engage in mathematics for money, some for humanitarian purposes, and some simply because they find it beautiful. See: *Mathematics, My Career*, at the Career Information Library.

EDUCATION: Mathematics provides a challenging area for specialization as well as supportive study for many scientific and engineering programs.

EMPLOYMENT OUTLOOK: At a time when most job markets are tight, mathematicians can limit their career opportunities by failing to explore available options. Teaching and research are but two of a long list of possibilities. See: *What Can I Do With a Major In . . .?* in the Career Information Library.

RELATED CAREERS: Applied mathematics, computer research and programming, biomedical engineering, accounting, pure mathematics, systems analysis, economics, physical and life science, statistics, actuarial professions.

MECHANICAL ENGINEERING

DESCRIPTION: Mechanical engineers are concerned with the design, development, manufacture, and operation of a wide variety of machines and apparatus primarily devoted to the creation, conversion, and utilization of power for the benefit of mankind.

EDUCATION: Undergraduate and graduate degrees are offered which qualify students for careers in engineering design and development, applied research, consulting technical management, and teaching. The department also administers programs leading to degrees in applied mechanics and nuclear engineering.

EMPLOYMENT OUTLOOK: Prospects for graduates are excellent.

RELATED CAREERS: Environmental control, materials production and handling, medical equipment, food processing, automotive and aircraft industry, heavy machinery, energy control, electronics, etc. See files on Engineering in the Career Information Center. Also, materials from companies which recruit on campus through the Placement and Career Information Center.

MEDICAL TECHNOLOGY

DESCRIPTION: Medical technologists perform laboratory tests that contribute to the detection, diagnosis, treatment, and study of disease.

EDUCATION: After completion of a bachelor's degree a student must qualify for certification as a medical technologist by passing the State Board Examination.

EMPLOYMENT OUTLOOK: Excellent. Graduates will find a ready market for their services in hospitals, clinics, and private laboratories as well as in research.

RELATED CAREERS: In large establishments, medical technologists tend to specialize in certain areas such as hematology, microbiology, parasitology, nuclear medical technology, and bio-chemistry.

MEDICINE

DESCRIPTION: Some College of Medicine departments are concerned primarily with the prevention of disease, the promotion of health, and the clinical aspects of medicine. Others deal with science and research trying to uncover the courses of disease.

EDUCATION: Although the admissions requirements of medical schools vary somewhat, all are very competitive and require undergraduate preparation in biological sciences, chemistry, physics, mathematics, humanities, social sciences, and language skills. Most state schools have obligations to residents of their own states. At the University of Utah College of Medicine, residents of Utah will comprise at least 75 percent of each entering class although as many as one-half or two-thirds of the applicants may be from out-of-state.

EMPLOYMENT OUTLOOK: Excellent. There has been an increasing demand for medical practitioners not only because our population continues to grow but also because it is becoming an older population and one which is demanding higher standards of medical care. Even though the number of positions available in American medical schools has increased by more than 50 percent in the past few years, there are still many more qualified applicants than openings and competition is keen.

RELATED CAREERS: Because of the limited openings in medical schools across the country, it is important for pre-medical students to consider alternate career possibilities such as pharmacy, science, social work, teaching, and the paraprofessions.

METALLURGICAL ENGINEERING

DESCRIPTION: Extractive metallurgy involves the extraction of metals from ores and the refinement of them to obtain relatively pure metal. Physical metallurgy deals with the properties of metals and their alloys and the adaptation of them for use in finished products.

EDUCATION: Degree programs are offered at the BS, MS, and Ph.D. levels. A student may specialize either in extractive or physical metallurgy or in mineral processing.

EMPLOYMENT OUTLOOK: Good opportunities are available now and are expected to increase as more industries require increases in exploration and production.

RELATED CAREERS: Plant metallurgist or research consultant in mineral processing and metal refining industries. The metallurgist is a key person in manufacturing industries, aerospace, atomic energy plants, oil and chemical refineries -- wherever corrosion problems and metal failure problems are critical.

METEOROLOGY

DESCRIPTION: Meteorologists study the atmospheres--the gases that surround the earth and other celestial bodies--and attempt to determine the way these affect our own physical environment.

EDUCATION: Weather forecasting is the largest division of specialization within meteorology, and a bachelor's degree is the usual minimum requirement for beginning jobs in this area. For research and top-level positions, however, an advanced degree in meteorology is essential.

EMPLOYMENT OUTLOOK: Environmental Protection Agency standards and problems of air pollution patterns around industrial plants are creating new demands for meteorologists.

RELATED CAREERS: Aircraft control, climatology, environmental programs, radio and TV, newspaper reporting.

MUSIC

DESCRIPTION: The Department of Music offers a specialized professional program for the prospective performing musician, teacher, composer, arranger, music theorist, and music historian, and for those entering music-related business and professional careers

EDUCATION: Degree programs are offered in performance (all instruments), piano, pedagogy, music teaching, jazz studies, music theory, music history, and music theatre.

EMPLOYMENT OUTLOOK: Competition for professional positions in music will always be severe and "glamour" careers in such fields as solo performance, conducting, composing and entertaining are possible only for a highly select minority. However, teaching positons in higher and secondary education, non-solo performing careers, and music related careers in business, industry, education, and government are always available for the talented and well-trained.

RELATED CAREERS: Performance, teaching, musical theatre, composition, church work, recording industry, music therapy, musical industry and manufacturing, music administration.

NURSING

DESCRIPTION: Registered nurses work with both direct patient care and supervisorial positions. As medical demands increase, many registered nurses are assuming greater responsibilities for total patient care, particularly in less populated areas.

EDUCATION: Graduates of the four-year bachelor's program are eligible to take the licensing examination and become registered nurses (RN). Master degree programs are offered in psychiatric, medical-surgical, and maternal and child nursing, (including nurse midwifery). University of Utah is now offering a Ph.D. program in nursing.

EMPLOYMENT OUTLOOK: The demand for nurses with baccalaureate and master's degree and Ph.D. preparation remains high. Opportunities for specialization and for direct primary nursing care are in good supply in most hospitals, clinics, public health services, and other agencies throughout the country; both in rural and urban settings. All areas of employment in the major subfields of nursing are available, including nursing care to children, adolescents, the elderly, the emotionally ill, and those with chronic medical-surgical conditions.

RELATED CAREERS: New specialty fields such as transcultural, oncological, geriatric, cardiovascular, and neurological nursing are rapidly unfolding. Positions in community nursing and in the Army, Navy, and Air Force Nursing Services are also available. Nurses with master's and doctoral preparation can find positions as physician's assistants, teachers, researchers administrators, and in nursing service leadership roles.

NUTRITION SCIENCE

DESCRIPTION: The study of nutrition science enables a student to become professionally competent in an understanding of the nature of food, its utilization in the body, and its specific effect on health.

EDUCATION: Both undergraduate and graduate programs are available.

EMPLOYMENT OUTLOOK: Should continue to be favorable with an increasing demand in the 1980's.

RELATED CAREERS: Hospital work, food processing, public health, education, advertising, TV and radio, new product development, research, restaurant work, food quality control, therapeutic nutrition.

OCCUPATIONAL THERAPY

DESCRIPTION: Occupational therapists plan and direct educational, vocational, and recreational activities which are designed to help mentally and physically disabled patients regain coordination and self-sufficiency.

EDUCATION: The new program at the University of Utah provides well-integrated courses in creative arts, manual skills, pre-vocational activities, and treatment procedures for physical and mental ailments. After earning a bachelor of science degree, a graduate is eligible for the examination required for professional registration with the American Occupational Therapy Association.

EMPLOYMENT OUTLOOK: Public interest in rehabilitation and the success of established occupational therapy programs should create a favorable and increasing demand for personnel trained in this field.

RELATED CAREERS: Community health, extended care, geriatrics, mental health, programs for handicapped children.

PHARMACY

DESCRIPTION: Pharmacists must understand the use, composition, and effect of drugs so they can supply and dispense them correctly.

EDUCATION: Pharmacy requires a full five-year program to complete a bachelor's degree. The new pharmacy MBA program prepares the graduate for management responsibilities in pharmaceutical industries and other health-related organizations.

EMPLOYMENT OUTLOOK: Favorable. Pharmacy is a very marketable profession with job opportunities widely dispersed in suburbs, small towns, and cities.

RELATED CAREERS: Besides the familiar drugstore, pharmacists are employed in hospital dispensaries and by drug manufacturers in plants, research laboratories, or in pharmaceutical sales. See: Man's Impelling Desire, a video cassette on pharmacy, in the Career Information Library.

PHILOSOPHY

DESCRIPTION: Philosophy is that branch of study which considers "ultimate questions" such as those concerning the basic nature of life, of knowledge, or of science and scientific method. Prominent areas of philosophical investigation include Ethics, or the nature of moral right and wrong; Aesthetics, the nature of beauty and other artistic values; Logic, the study of correct and incorrect reasoning; Epistemology, the study of knowledge, perception, and the nature of truth.

EDUCATION: Two programs of study are offered. One is a "standard" program stressing balanced work in the mainstream of philosophy while the other is a "specialized" program which permits the student with special interest to help design his own requirements.

EMPLOYMENT OUTLOOK: Society's need for philosophers can hardly be measured in terms of job-market surveys or statistics. Civilization always needs thoughtful and wise individuals. However, job openings in the specific field of philosophy are extremely limited and graduates may want to apply their knowledge and skills in philosophy to related work areas.

RELATED CAREERS: An undergraduate degree in philosophy is generally regarded as excellent preparation for many career fields or areas of graduate study requiring skill in careful thinking such as law, journalism, governmental and public relations. See: What Can I Do With a Major In . . .? in the Career Information Library.

PHYSICAL EDUCATION

DESCRIPTION: Through a diversified program of activities, the physical education instructor encourages maintenance of health and physical fitness, development of interest in sports and physical activity, and the art of socialization through play.

EDUCATION: Specialization is available in elementary physical education, athletic coaching, work with the handicapped, and sports sociology.

EMPLOYMENT OUTLOOK: The commercial and recreational job market is expanding. However, teaching and coaching positions are highly competitive. Graduates who wish to teach should have a secondary area of preparation, e.g. math or science.

RELATED CAREERS: Coaching, sporting goods, parks and recreation, sportswriting, professional sports, health spa management, gymnasium programs, YMCA or YWCA. See files in the Career Information Library.

PHYSICAL THERAPY

DESCRIPTION: Physical therapists help persons with muscle, nerve, joint and bone diseases or injuries to overcome their resulting disabilities through exercise, hot or cold variation, and massage. See: A Purposeful Life, a video cassette on physical therapy in the Career Information Library.

EDUCATION: All states require a license for the practice of physical therapy. To qualify, a University of Utah student will need to earn a bachelor of science degree in physical therapy, complete two years of internship, and pass the State Board examination.

EMPLOYMENT OUTLOOK: With the increase of rehabilitation programs and with the expansion of facilities for the elderly, the crippled, and the chronically ill, new positions for physical therapists should be created.

RELATED CAREERS: Pediatrics, geriatrics, amputations, arthritis, paralysis.

PHYSICS

DESCRIPTION: The science of physics seeks to understand the behavior of matter and energy at the most general and fundamental level. Other sciences, e.g. chemistry and biology build on the laws of physics and rely on many instruments originally devised by physicists.

EDUCATION: Physics majors who want careers in research are invited to pursue an intensive pre-doctoral and doctoral program. Those who seek employment with a bachelor's degree in physics or who wish to take advanced training in other fields, should investigate the liberal program in physics. A joint major is also possible, for example, a BS degree in both geophysics and physics.

EMPLOYMENT OUTLOOK: Employment of physicists is greatest in areas that have heavy industrial concentrations and large college and university enrollments.

RELATED CAREERS: Medical electronics, solid-state physics, production supervision, industrial sales, patent law, thermodynamics, acoustics, optics, nuclear physics. See: What Can I Do With a Major In . . .? and The Occupational Thesaurus, Volume 2.

POLITICAL SCIENCE

DESCRIPTION: Political scientists study the manner in which people organize, administer, and operate their governments. They investigate theories and issues concerning international relations, the rights and privileges of citizens, and the uses and abuses of power.

EDUCATION: This is a broad area of study and can be a useful degree for those who intend to pursue a career in Federal service, such as the U.S. Department of State, the foreign service, and the U.S. Information Agency. Students who study political science should include training in other fields, e.g., psychology, journalism, and business skills to increase their career possibilities.

EMPLOYMENT OUTLOOK: The competition is high for academic positions. Specialized training in areas such as policy analysis, public administration or international relations can prove a valuable asset for candidates seeking employment in higher education or government service.

RELATED CAREERS: Government analysis, diplomatic service, civic management, public administration, politics, foreign correspondence, TV and radio, newspaper work. See: The Occupational Thesaurus, Volume 1.

PSYCHOLOGY

DESCRIPTION: Psychologists are concerned with human behavior. By means of psychological tests, personal interviews, case histories, controlled experiments, survey, etc., they deal with problems affecting the emotional lives and performances of individuals and groups.

EDUCATION: Positions in psychology almost always require a graduate degree. However, even at the bachelor's level a student will find that there are many ways in which the training and knowledge acquired can benefit one's personal life. A strong complementary minor can be an asset.

EMPLOYMENT OUTLOOK: Employment will remain competitive in educational institutions but show growth in clinical and industrial settings. See: Occupational Outlook Handbook, and What Can I Do With a Major In . . .?

RELATED CAREERS: Personnel management, public relations, recreation, speech pathology, educational psychology, vocational rehabilitation, business management.

ROTC

DESCRIPTION: To prepare graduates to serve as commissioned officers in any of four branches of the U.S. military services, the University offers reserve officers training programs (ROTC) through three departments. They are the Department of Military Science - U.S. Army; Department of Aerospace Studies - U.S Navy or Marine Corps

EDUCATION: ROTC programs are taken concurrently with academic majors, and, upon graduation, a student receives a degree as well as a commission in his chosen branch of military service. After finishing an ROTC program, graduates have a military obligation which, in a majority of cases, will be served through an active duty assignment soon after graduation.

RELATED CAREERS: Military service offers numerous opportunities for travel, work experience, and further education. These can provide the springboard for many excellent career options, whether the ROTC graduate intends to return to civilian life or continue with the military after his required years of service are completed.

SOCIAL WORK

DESCRIPTION: Social workers attempt to alleviate problems of individuals, families and society through counseling, group therapy, referrals and arrangements for assistance with housing, medical, financial or other needs and difficulties.

EDUCATION: The School of Social Work offers a certificate in social services which is awarded in conjunction with a baccalaureate degree in a related social science or professional discipline. A Master's of Social Work degree is required for employment as a social worker.

EMPLOYMENT OUTLOOK: The job market for MSW's in Utah is extremely competitive.

RELATED CAREERS: Child welfare, family services, rehabilitation, public welfare, probation work, mental health, legal aid, adoption agencies.

SOCIOLOGY

DESCRIPTION: Sociologists study society, its patterns of growth, organization, and the way these interact with social, religious, political and business institutions.

EDUCATION: A master's degree is a minimum requirement for a career as a sociologist. A bachelor's degree, when complemented by some area of specialization or a strong supportive minor, can provide stronger employment possibilities.

EMPLOYMENT OUTLOOK: Tight competition for all positions is expected to continue for some time.

RELATED CAREERS: Social welfare, law, journalism, public administration, market research, city planning, gerontology, anthropology. See: *The Occupational Thesaurus*, Vol. 1, in the Career Information Library.

THEATRE

DESCRIPTION: Students may specialize in general theatre (which includes preparation for directing, performing, playwriting), professional acting, children's threatre, musical theatre production, production and design, and theatre teaching.

EDUCATION: All prospective undergraduate majors must successfully complete the Basic Foundation Program the first year before deciding upon an area of specialization. Some emphases require an audition before acceptance.

EMPLOYMENT OUTLOOK: The number of job applicants always exceeds the jobs available. However, the current decentralization in American theatre as well as opportunities in film and television should produce some increase in job openings throughout the country.

RELATED CAREERS: Stage plays, dinner theatre, summer stock, repertory theatre, community theatre, children's theatre, playwriting, motion pictures, advertising, interpretive dance, television programming and performance, commercials, mime, puppetry, diorama design, teaching, stage design, arts management, recreational dramatics, technical theatre.

SOURCES OF CAREER INFORMATION

The sources listed below may be contacted for information on the following occupations:

Business Administration and Related Professions

Accountants:

American Institute of Certified Public Accountants, 666 Fifth Ave., New York, N. Y. 10019

The American Accounting Association, College of Business, Administration, State University of Iowa, Iowa City, Iowa 52240

Advertising Workers

Advertising Federation of America, 655 Madison Ave., New York, N. Y. 10021

American Association of Advertising Agencies, 200 Park Aven., New York, N. Y. 10017

Industrial Traffic Managers

Associated Traffic Clubs, 207 Pine St., Seaford, Del. 19973

American Society of Traffic and Transportation, Inc., 22 West Madison St., Chicago, Ill. 60602

Marketing Research Workers

Small Business Administration, 811 Vermont Ave. N.W., Washington, D.C. 20416

American Marketing Association, 230 North Michigan Ave., Chicago, Illinois 60601

Personnel Workers

American Society for Personnel Administration, 52 East Bridge St., Berea, Ohio 44017

Public Personnel Association, 1313 East 60th St., Chicago, Illinois 60637

Public Relations Workers

The Information Center, Public Relations Society of America, Inc., 845 Third Ave., New York, N. Y. 10022

Purchasing Agents

National Association of Purchasing Agents, 11 Park Ave., New York, N.Y. 10007

Conservation Occupations

Foresters
Society of American Foresters, 1010 16th St., NW, Washington, D.C. 20036
Forest Service, U.S. Department of Agriculture, Independence Avenue, Washington, D.C. 20250

Forestry Aids
Forest Service, U.S. Department of Agriculture, Washington, D.C. 20250

Range Managers
American Society of Range Management, Box 5041, Portland, Oregon 97213
Bureau of Land Management, U.S. Department of Interior, C between 18th and 19th, Washington, D.C. 20240

Counseling

Rehabilitation Counselors
American Psychological Association, Inc., 1200 17th St., N.W., Washington, D.C. 20036
National Rehabilitation Association, 1025 Vermont Ave., NW, Washington, D.C. 20005

School Counselors
American Personnel and Guidance Association, 1605 New Hampshire Ave., NW, Washington, D.C. 20009

Vocational Counselors
U.S. Department of Health, Education, and Welfare, Office of Education, Guidance and Counseling Programs Branch, 400 Maryland Avenue S.W., Washington, D.C. 20202

Engineering

Aerospace Engineers
American Institute of Aeronautics and Astronautics, Inc., 2 East 64th St., New York, N.Y. 10021

Agricultural Engineers
American Society of Agricultural Engineers, 420 Main St., St. Joseph, Michigan 49085

Ceramic Engineers
American Ceramic Society, 4055 North High St., Columbus, Ohio 43214

Chemical Engineers
American Institute of Chemical Engineers, 345 East 47th Street, New York, N.Y. 10017

Civil Engineers
American Society of Civil Engineers, 345
East 47th St., New York, N.Y. 10017
Electrical Engineers
Institute of Electrical Engineers, 345 East
47th St., New York, N.Y. 10017
Industrial Engineers
American Institute of Industrial Engineers,
345 East 47th St., New York, N.Y. 10017
Mechanical Engineers
The American Society of Mechanical Engineers,
345 East 47th St., New York, N.Y. 10017
Metallurgical Engineers
American Institute of Mining, Metallurgical,
and Petroleum Engineers, 345 East 47th
St., New York, N.Y. 10017
Mining Engineers
American Institute of Mining, Metallurgical,
and Petroleum Engineers, 345 East 47th St.,
New York, N.Y. 10017

Health Service Occupations

Chiropractors
American Chiropractic Association, American
Building, 2200 Grand Avenue, P.O. Box 1535,
Des Moines, Iowa 50306

Dental Hygienists
American Dental Hygienists' Association, 100 East
Ohio St., Chicago, Illinois 60611
Dental Laboratory Technicians
American Dental Association, Council on Dental
Education, 222 East Superior St., Chicago,
Illinois 60611

Dentists
American Dental Association, Council on Dental
Education, 222 East Superior St., Chicago, Ill.
60611
Dietitians
The American Dietetic Association, 620 North
Michigan Ave., Chicago, Illinois 60611
Hospital Administrators
American College of Hospital Administrators, 840
North Lake Shore Dr., Chicago, Ill. 60611
Licensed Practical Nurses
National League for Nursing, Inc., Committee on
Careers, 10 Columbus Circle, New York, N.Y.
10019

National Association for Practical Nurse Education and Service, Inc., 535 Fifth Ave., New York N.Y. 10017
Medical Record Librarians
The American Association of Medical Record Librarians, 840 North Lake Shore Dr., Chicago, Ill. 60611
Medical Technologists
American Society of Medical Technologists, Suite 25, Hermann Professional Bldg., Houston, Texas 77025
Registry of Medical Technologists of the American Society of Clinical Pathologists, P. O. Box 44, Muncie, Indiana 47344
Medical X-Ray Technicians
The American Society of Radiologic Technologists, 537 South Main St., Fond du Lac, Wisconsin 54935

Occupational Therapists
American Occupational Theory Association, 250 West 57th St., New York, N.Y. 10019
Optometrists
American Optometric Association, 7000 Chippewa Street, St. Louis, Missouri 63319
Osteopathic Physicians
American Osteopathic Association, 212 East Ohio Street, Chicago, Illinois 60611

Pharmacists
American Pharmaceutical Association, 2215 Constitution Ave., NW, Washington, D.C. 20037
Physical Therapists
American Physical Therapy Association, 1790 Broadway, New York, N.Y. 10019
Physicians
Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610
Podiatrists
American Podiatry Association, 3301 - 16th St., NW, Washington, D.C. 20010
Registered Professional Nurses
National League for Nursing, Committee on Careers, 10 Columbus Circle, New York, N.Y. 10019
Sanitarians
American Public Health Association, 1790 Broadway, New York, N.Y. 10019
National Association of Sanitarians, 1550 Lincoln St., Denver, Colorado 80102

Speech Pathologists and Audiologists
American Speech and Hearing Association, 1001
Connecticut Ave., NW, Washington, D.C. 20036

Veterinarians
American Veterinary Medical Association, 600
South Michigan Ave., Chicago, Illinois 60605

Mathematics and Related Fields

Mathematicians
American Mathematical Society, 190 Hope St.,
Providence, R. I. 02906

Statisticians
American Statistical Association, 810 - 18th
St., NW, Washington, D.C. 20006

Actuaries
Society of Actuaries, 208 South LaSalle St.,
Chicago, Ill. 60604
Casualty Actuarial Society, 200 East 42nd St.,
New York, N.Y. 10017

Natural Sciences

Astronomers
The American Astronomical Society, 211 Fitz-Randolph Rd., Princeton, N. J. 08540
U. S. Naval Research Laboratory, Washington,
D.C. 20390

Biochemists
American Society of Biological Chemists, 9650
Wisconsin Avenue, Bethesda, Md. 20014

Biological Scientists
(Botanists, Microbiologists, Zoologists, Agronomists, Biophysicists, Embryologists, Entomologists, Geneticists, Horticulturists, Husbandry Specialists, Nutritionists, Pathologists, Pharmacologists)

American Institute of Biological Sciences, 3900
Wisconsin, Ave., NW, Washington, D.C. 20016

Chemists
American Chemical Society, 1155 16th St., NW,
Washington, D.C. 20036
Manufacturing Chemists' Association, Inc., 1825
Connecticut Ave., NW, Washington, D.C. 20039

Geologists
American Geological Institute, 1444 N St., NW,
Washington, D.C., 20005

Geophysicists
American Geophysical Union, 1145 19th St., NW
Washington, D.C. 20036
Society of Exploration Geophysicists, Shell Bldg.
Tulsa, Oklahoma. 74119

Meteorologists
American Meteorological Society, 45 Beacon St.,
Boston, Mass. 02108
Oceanographers
American Society of Limnology and Oceanography,
Department of Oceanography, Oregon State University,
Corvallis, Oregon 97331
Interagency Committee on Oceanography, Bldg. 159
E., Navy Yard Annex, Washington, D.C. 20390
Physicists
American Institute of Physics, 335 East 45th St.,
New York, N.Y. 10017

Performing Arts

Musicians and Music Teachers
American Federation of Musicians (AFL-CIO), 425
Park Ave., New York, N.Y. 10022
Singers and Singing Teachers
National Association of Schools of Music, Knox
College, Galesburg, Ill. 61401
Music Educators National Conference, National
Education Association, 1201 - 16th St., NW,
Washington, D.C. 20036

Other Art-Related Occupations

Commercial Artists
National Society of Art Directors, Art Education
Chairman, 115 East 40th St., New York, N.Y.
10016
Industrial Designers
Industrial Designers Society of America, 60 West
55th St., New York, N.Y. 10019
Industrial Designers' Institute, 441 Madison
Ave., New York, N.Y. 10022
Interior Designers and Decorators
American Institute of Interior Designers, 673
Fifth Ave., New York, N.Y. 10022
National Society of Interior Designers, Inc.,
Suite 700, 157 West 57th St., New York,
N. Y. 10019

Social Sciences

Anthropologists
The American Anthropological Association, 1530
P St., NW, Washington, D.C. 20005
Economists
American Economic Association, Northwestern University,
629 Noyes St., Evanston, Ill. 60201

Geographers

Association of American Geographers, 1146 - 16th St., NW, Washington, D.C. 20036

Historians

American Historical Association, 400 A St., SE, Washington D.C. 20003

Political Scientists

American Political Science Association, 1726 Massachusetts Ave., NW, Washington D.C. 20036

American Society for Public Administration, 1329 18th St., NW, Washington, D.C. 20036

Sociologists

American Sociological Association, 1755 Massachusetts Ave., NW, Washington, D.C. 20036

Teaching

Kindergarten and Elementary School Teachers

American Federation of Teachers, 716 North Rush Street, Chicago, Illinois 60611

National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th St. NW, Washington, D.C. 20036

Secondary School Teachers

American Federation of Teachers, 716 North Rush Street, Chicago, Illinois 60611

National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th St. NW, Washington, D.C. 20036

College and University Teachers

U.S. Department of Health, Education, and Welfare, Office of Education, 400 Maryland Ave., SW, Washington, D.C. 20202

American Association of University Professors, 1785 Massachusetts Ave., NW, Washington, D.C. 20036

American Council on Education, 1785 Massachusetts Ave., NW, Washington, D.C. 20036

Technician Occupations

Draftsmen

American Institute for Design and Drafting, 770 South Adams Rd., Birmingham, Michigan 48011

American Federation of Technical Engineers, 900 F Street, NW, Washington, D.C. 20004

Engineering and Science Technicians
American Society for Engineering Education, Technical Institute Council, Dupont Circle Bldg.,
1346 Connecticut Ave., NW, Washington, D.C. 20036

Writing Occupations

Newspaper Reporters
American Newspaper Publishers Association, 750
Third Ave., New York, N. Y. 10017

Technical Writers
Executive Secretary, Society of Technical Writers and Publishers, Inc., P. O. Box 3706, Beechwold Station, Columbus, Ohio 43214

Other Professional and Related Occupations

Architects
The American Institute of Architects, 1735
New York Ave., NW, Washington, D.C. 20006

College Placement Officers
The College Placement Council, Inc., 35 East
Elizabeth Ave., Bethlehem, Pa. 18018

Home Economists
American Home Economics Association, 1600
20th St., NW, Washington, D.C. 20009

Landscape Architects
American Society of Landscape Architects, Inc.,
2000 K St., NW, Washington, D.C. 20006

Lawyers
The American Bar Association, 1155 East 60th
St., Chicago, Ill. 60637

Librarians
American Library Association, 50 East Huron St.,
Chicago, Illinois 60611

Photographers
Professional Photographers of America, Inc.,
152 West Wisconsin Ave., Milwaukee, Wis. 53203

Programers
Data Processing Management Association, 524
Busse Highway, Park Ridge, Ill. 60068

Psychologists
American Psychological Association, 1200 - 17th
St., NW, Washington, D.C. 20036

Recreation Workers
National Recreation Association, 8 West 8th St.,
New York, N.Y. 10011

Social Workers
National Commission for Social Work Careers, 345
East 46th St., New York, N.Y. 10017

- Surveyors
  - American Congress on Surveying and Mapping, Woodward Bldg., 733 - 15th St., Washington, D.C. 20005
- Urban Planners
  - American Institute of Planners, 917 - 15th St., NW, Washington, D.C. 20005
  - American Society of Planning Officials, 1313 East 60th St., Chicago, Ill. 60637

Clerical and Related Occupations

- Electronic Computer Operating Personnel
  - Data Processing Management Association, 524 Busse Highway, Park Ridge, Ill. 60068
- Stenographers and Secretaries
  - United Business Schools Association, 1518 K St., NW, Washington, D.C. 20005

Sales Occupations

- Insurance Agents and Brokers
  - Institute of Life Insurance, 277 Park Ave., New York, N.Y. 10017
  - National Association of Insurance Agents, Inc., 96 Fulton St., New York, N.Y. 10038
- Manufacturers' Salesmen
  - Sales and Marketing Executives, International Youth Education Division, 630 Third Ave., New York, N.Y. 10017
  - The Council on Opportunities in Selling, Inc., 630 Third Ave., New York, N.Y. 10017
- Real Estate Salesmen and Brokers
  - Department of Education, National Association of Real Estate Boards, 36 South Wabash Ave., Chicago, Ill. 60603
- Salesmen in Wholesale Trade
  - National Association of Wholesalers, 1725 K St., NW, Washington, D.C. 20006

Protective Service

- FBI Agents
  - The Federal Bureau of Investigation, U.S. Department of Justice, Pennsylvania Avenue at 9th NW, Washington, D.C. 20535
- Firefighters
  - International Association of Fire Fighters, 905 16th St., NW, Washington,D.C. 20006
- Policement and Policewomen
  - International Association of Chiefs of Police, 1319 - 18th St., NW, Washington, D.C. 20036

International Association of Women Police, 100
North LaSalle St., Chicago, Ill. 60602

Other Service Workers

Cooks and Chefs

Educational Directors, National Restaurant
Association, 1530 North Lake Shore Dr., Chicago,
Illinois 60610

Cosmetologists

National Association of Cosmetology Schools, Inc.,
3839 White Plains Rd., Bronx, N.Y. 10467

National Hairdressers and Cosmetologists Association, 175 Fifth Ave., New York, N.Y. 10010

Machining Occupations

All-Round Machinists, Machine Tool Operators, Tool And Die Makers, Instrument Makers, Layout Men

The National Machine Tool Builders Association,
2139 Wisconsin Ave.,NW, Washington, D.C.
20007

The National Tool, Die, and Precision Machining
Association, 1411 K St., NW, Washington,
D.C. 20005

Mechanics and Repairmen

Air-Conditioning and Refrigeration Mechanics

The Refrigeration Service Engineers Society,
433 North Waller Ave., Chicago, Ill. 60644

Automobile Body Repairmen

Automotive Service Industry Association, 168
North Michigan Ave., Chicago, Ill. 60601

Automobile Mechanics

Automotive Service Industry Association, 168
North Michigan Ave., Chicago, Ill. 60601

Television and Radio Service Technicians

State Employment Service

Some Major Industries

Aircraft, Missile, and Spacecraft Manufacturing

National Aeronautics and Space Administration
400 Maryland Avenue SW, Washington, D.C.
20546

Aerospace Industries Association of America, Inc.
1725 DeSales St., NW, Washington, D.C.
20036

Agriculture

(agriculture extension service workers, soil scientists, soil conservationists)

- U.S. Civil Service Commission, 1900 E NW, Washington, D.C. 20415
- Office of Personnel, U.S. Department of Agriculture, Washington, D.C. 20250

Atomic Energy Field
- Division of Labor Relations, U.S. Atomic Energy Commission, Washington, D.C., 20545

Civil Aviation
- Pilots and copilots: International Air Line Pilots Association, 55th St. and Cicero Ave., Chicago, Ill. 60600
- Flight engineers: Flight Engineers' International Association, 100 Indiana Ave., NW, Washington, D.C. 20001
- Stewardesses: Personnel manager of airline company

Electronics Manufacturing
- Electronic Industries Association, 2001 Eye St., NW, Washington, D.C. 20006

Industrial Chemical Industry
- American Chemical Society, 1155 - 16th St., NW, Washington, D.C. 20036

Insurance Business
- Institute of Life Insurance, 277 Park Ave., New York N.Y. 10017
- Insurance Information Institute, 110 William St., New York, N.Y. 10038

Petroleum and Natural Gas Production and Processing
- American Petroleum Institute, 1101 - 17th St., NW, Washington, D.C. 20036
- American Gas Association, 605 Third Ave., New York, N.Y. 10016

Occupations in Government

General information on administrative careers in government may be obtained from the American Society for Public Administration, 1329 - 18th St., NW, Washington, D.C. 20036

- Ricks College

GROUP ADVISING

TECHNIQUES FOR GROUP ADVISING SESSIONS

SUPPORT:

Giving attention or help to a participant through words of commendation, appreciation, focusing of attention on him, etc.

REFLECTION:

Repeating the verbal contribution of a participant to focus attention on the idea or feeling behind it. The purpose may be to encourage further exploration or explanation of the idea or feeling.

CLARIFICATION:

Entering upon, or giving an illustration of the idea, attitude, or feeling expressed by a participant or the group, in order to emphasize or clarify its meaning.

INTERPRETATION:

Explaining the significance or meaning of an idea, attitude, feeling, or action in order to give a definite impression of it for the group to discuss.

QUESTIONING:

1. To start a discussion the question should be provocative or present different viewpoints.
2. To redirect the discussion, emphasize a point, bring new thinking to bear on the topic.
3. To support a participant: encourage him in self-relevation, ask for facts and relationships to help his self-understanding.

GIVING INFORMATION:

Providing answers to questions as well as giving pertinent information pertaining to the topic under discussion: the leader must be a resource person because the group is not expected to study or prepare for discussions. The following ways may be used to give essential information:

1. Report on research findings, authoritative books in fields of psychology, sociology and education.
2. Quote directly from experts and case studies.
3. Prepare typed copies of essential information which can be read over by the group prior to a free discussion.
4. Answer questions objectively, avoiding a personal opinion. If the answer is not known, the leader is frank to admit it, and promises to find the answer before the next meeting.

LEADER SUMMARIES:

Summaries may be only a report of points made in the discussion or may include interpretations and implications as the leader sees them. The following ways of summarizing may be used:

1. Plan the last ten minutes of the session for the summary and decision of the group regarding the topic for next time.
2. Let the discussion continue to the end of the session in case it is a lively one; summarize at the beginning of the next session prior to continuation of the discussion.
3. Occasionally ask a group member to give the summary or his interpretation of what has been learned in the session. Allow ten minutes for this because other group members may wish to add to, or disagree with the summary.

-Counselor Training Materials
Creighton University, Dept. of
Education. (modified from
Driver: Multiple Counseling)

SUGGESTIONS FOR CONTENT OF ADVISOR'S GROUP MEETING WITH ADVISEES

Please note that these ideas are "pump primers" only. Your own experience and concern, plus student questions, can add considerably to what is listed.

1. The Term System
   - A. How can every course carry the same one unit of credit?
   - B. Why do we call them "terms" and not "quarters"?
   - C. How much credit will other schools give for one unit at Ohio Wesleyan?
   - D. Why are there six weeks free at Christmas?
   - E. How can three hours of class a day be considered a full-time assignment? Can you take only two courses? four courses?
   - F. Do all classes meet five times a week? If not, is it like a quarter system with one class at 9:00 M-W-F and some other class at 9:00 T-Th-Sa?

2. Grading
   - A. How are grades figured? What about the points for fractional courses, e.g., a grade of C in Physical Education? How are these computed?
   - B. How can students tell their progress in a class? Are there weekly quizzes? How soon will papers, quizzes, etc., be returned? What kind of grades or comments can students expect to get?
   - C. What are midterm grades? Why are they used, who gets them, and when do they come out?
   - D. What is meant by "credit-no entry" grading? How does this work? When should a student consider taking a course credit-no entry? Are there any restrictions on the courses or number of courses permitted? Why is only

the student (not the professor) suppose to know that the student enrolled this way? What if the student wants to know the actual grade received, or changes his mind in the middle of the term about taking the course C/NE?

E. When are final exams given?

3. Classroom procedures
   A. Is attendance required? Why, or why not?
   B. If attendance is not required and the student misses an unannounced quiz, is there a penalty?
   C. How do students know when they can locate a specific professor? Do professors mind being called at home, or stopped after class? What if a student's schedule conflicts totally with a professor's office hours?
   D. Must consent be obtained from each professor and advisor before adding or dropping a class?
   E. Are seats assigned in class? What special arrangements exist for students with hearing or eyesight handicaps?

4. What is the function of an academic advisor anyway? What is an "adjunct" advisor? What will your office hours be? Will you make appointments at other times?

5. Requirements for a degree
   A. Competency areas -- why does Wesleyan require a language? Is it true that graduation depends on being able to pass a swimming test? Why is English required in the freshman year if credit is to be earned?
   B. Distribution requirements -- why does Wesleyan have them and what are they? Should they be taken first, so they are out of the way?
   C. What is meant by an "upper level course" and why are 16 required to graduate?

D. Does Wesleyan require a major field and a minor area? What if a student wants a minor? What is a double major? An interdisciplinary major? What is the BIS degree? When must a major be declared and why?

E. Suppose a student has no choice of a major field? Is this a disadvantage for a freshman? How does a new student go about learning his/her talents, interests? What if a student is very interested in a certain major but doesn't know how he'd ever earn a living with that background -- who can give him some vocational ideas?

6. What is the value of a college degree? Is it detrimental to drop out for a while? How important are grades? Do employers prefer persons active on campus in student government, athletics, fraternities, sororities, etc?

7. What are departmental boards? How do they function?

8. If a student needs help in a course, what assistance is available in study techniques, tutoring, etc? Can a student drop a course if he/she is sure to fail it?

9. What is meant by the various "honors" programs? When does a student have to decide to take work on that basis?

10. What is the residency requirement, and why does Wesleyan have such a thing?

11. How does a student arrange to take a junior year (or part of a year) abroad? Does it cost more than Wesleyan?

12. What are Achievement Scholars? Colloquia? Tutorials? Can a person become an Achievement Scholar after the first term?

If so, how?

13. How does a student know whether the courses chosen are the right ones? How were this fall's new students placed in classes, and how does it happen that they are not always in the courses requested? How can students change their schedules and what are the deadlines? What is pre-registration?

14. How closely is Wesleyan tied to the Methodist Church? What is the campus religious breakdown?

15. Is the Wesleyan student body fairly homogenous, or is it diverse?

16. Where do Wesleyan students study? What can a student do if study conditions need improvement? Who can help?

17. How much do students need to allow for books?

Ohio Wesleyan University

SUGGESTIONS FOR GROUP ADVISING MEETINGS PRIOR TO REGISTRATION

SUGGESSTED OUTLINE OF MEETINGS:

First Meeting:

A. Welcome and introduction of staff and advisors.
B. Why are you here? Meaning of a university education.
  1. Reasons of students' in the past.
  2. Three experiental possibilities.
  3. Which do you prefer?
C. What the university expects of a student.
D. What the student should expect of the university.
E. How is the university organized?
F. What is the structure of an undergraduate degree?
  1. Origin of requirements.
  2. Model of a degree.
  3. Requirements by degree.
  NOTE: See Program Guide of General Requirements.
G. What types of degrees are offered and what majors are available to each degree.
H. Pass out catalogues.
I. Show where to find pertinent section on degrees and requirements.
J. 1. Assignment for second meeting for students classified as majors and non-majors.
    a. Become familiar with the university calendar.
    b. Locate degree which you are seeking and become familiar with:
      1) General education requirements for degree.
      2) Recommended program in your major.
    c. Read section on academic regulations.

2. Assignement for second meeting for students classified as interium and undeclared.
    a. Become familiar with the university calendar.
    b. Look up the description of the:
        1) B.A. degree, B.S. degree, B.B.A. degree and B.Ed. degree.
        2) Select the one that is the most attractive to you and become familiar with the general requirements.
    c. Read section on academic regulations.

K. Question and answer period.

Second Meeting:

A. Discuss or explain the folloiwng terms:

credit hours
prerequisites
course numbering system
advanced placement
grade points
credit by examination
required average for good standing
probation
disqualification
class attendance

B. Review catalogue requirements.
C. Using recommended program, have students list courses to be taken on the Program Guide on General Requirements.
D. Introduce and explain schedule of classes.
E. Using sample class cards in their orientation manual, show how to plan a program of studies for the semester.
F. Using Schedule of Classes, have students establish day and time of each course beginning with the courses having a single section.
G. Using the Time Budget Chart in their orientation materials, write the titles of the classes and labs in the proper time slots.

H. Have students check their schedules for:
   1. An hour's time between classes when possible.
   2. Classes scheduled over entire week rather than concentrated in two or three days.
   3. Correct time of classes.
   4. Conflict in meeting time of classes.

I. Review registration procedure.

J. Assignment:
   1. Using Time Budget Chart, fill in all fixed time responsibilities such as class periods, part-time employment, meal times, religious activities.
   2. Pick up registration packet (if available).

   NOTE: Forms in back.

K. Make appointments for individual advising.

L. Question and answer.

- University of Alaska

STUDENT PREPARATION FOR THE ADVISING SESSION

Group Advising for the Exploratory Student

Before you go into your individual advising appointment put some thought into your courses. When you stop to realize that a typical 3-credit course meets 3 hours a week for 16 weeks excluding out of class preparation--that's a lot of time. Utilize this time properly.

Try to make your first semester courses have a two-fold purpose: Take courses that relate to your interests and at the same time fill requirements to graduate.

While you're waiting to be advised, the following things might be helpful:

1. Glance through the Schedule of Classes to see if anything strikes your fancy. *See special section called "New and Interesting Courses"
2. Look through the catalogue - it gives brief, concise descriptions of courses in the back and sometimes tells pre-requisites.
3. Try to hook up your hobby with a course. It might sound corny - but who knows, it might be your major someday. Example: Hobby is building model airplanes and bridges - You may want to take an Introduction to Engineering course.
4. Come to the advising office already primed with one or two questions. This will get us started off better and allow us both to utilize our limited time to your maximum benefit.
5. Be thinking about something you may be weak in. For example: Do you have trouble communicating effectively with others and want to do something about it? You may

want to take a Speech course to build on your foundation. You may have trouble studying - You may want to take EDCP (one of the college aims courses.) These courses are good back-up courses to follow up your Orientation here at school.

6. Be thinking about your limitations - if you're not a super-strong reader, you may not want to get in over your head with a lot of Intro. courses that may demand more reading than you can handle.
7. Finally - Be thinking about courses you took in high school that interested you and that you did well in. The courses here may be more meaty than in high school and give you a better feel for a discipline.

- University of Maryland

SYLLABUS FOR FRESHMAN ADVISING PROGRAM

1977

(A Handbook for Freshman Advising Team)

Briar Cliff College

New Student Advising Schedule 1977

Session	Date	Subject
Wednesday	August 31	Advisor's Workshop
Term One		
#1 Wednesday	September 7	Getting Acquainted
#2 Monday	September 12	3-Term Program -Study Skills- Form A and C
#3 Monday	September 19	Testing Program/Careers- Form B - D & E_2 (E)
#4 Monday	September 26	Planning Four-Year Curriculum- Form B and A
#5 Monday	October 3	Getting It Together - Study Skills
#6 Monday (or individual appointment)	Early Nov.	Confirming Term II, Registration
Term Two		
#1 TWA (Individually or as a group)		Checking Up
#2		Confirming Term III, Registration
Term Three		
#1		Checking Up Completing Files for Transfer

OVER-ALL OBJECTIVES

1. To acquaint the students with the advisors and the college system of advising.
2. To help students modify behavior so that they may be more successful academically, especially in the three-term program.
3. To provide an assessment of the students' academic potential, both strengths and weaknesses.
4. To bring to the level of awareness the students' expectations of their college experiences and relate these experiences to the reality of the situation if neccessary.
5. To provide the opportunity for students to form relationships with faculty and other students.

SESSION 1: GETTING ACQUAINTED

Specific Objectives

1. Begin getting to know each other
2. Discuss purpose of orientation and advising sessions.
3. Point out basic outline of the six advising meetings.
4. Clarify mechanics and questions pertaining to schedules, etc.
5. Show use of student handbook.
6. Answer individual questions.

Agenda

1. Give the advisor's name, office, phone number, office hours.
2. State role of advisor to advisee
    - A. Encourage
    - B. Answer questions
    - C. Help registration process
    - D. Listen

3. Outline the advising sessions in the coming weeks.
4. Stress necessity of attendance.
5. Make announcements concerning:
    - A. Cliff Singers
    - B. Meeting rooms each week
6. Point to services offered and their roles (Use the Student Handbook)
    - A. Dean of Students
    - B. Housing Director
    - C. Counselling
    - D. Academic Dean
    - E. Saga Foods (particularly in reference to commuters)
    - F. Registrar
    - G. Librarians
7. Make list of phone numbers/addresses of advisees
8. Check schedules so each knows where to go for classes
9. Discuss mechanics
    - A. Drop/add slips
    - B. Making appointments
10. Preview LA Program (See Freshman Schedule Booklet)
11. Questions on Student Handbook

SESSION 1: EXPLANATION OF THREE-TERM PROGRAM - STUDY SKILLS (CH 1-4)

Specific Objectives:

1. Show reasons for and differences between three-term/semester curricula; timing, course load, effect of absences, etc.
2. Teach students how to structure goals by using Forms A and C.

3. Encourage and improve study skills through discussion of Chapters 1 through 4: How to Study.

Agenda

1. Discussion of three-term system
   - A. Rationale
2. Discussion of study skills
   - A. How learning takes place
   - B. How to study a reading assignment
   - C. Psychological factors influencing learning
   - D. Tools of study

   (Use of questions at the end of chapters may be helpful in leading discussion.)
3. Discussion of goals
   - A. What is a goal? (The end toward which effort is directed)
   - B. Kinds of goals:
     1. Immediate (for today, week)
     2. Remote (for end of term, year, college)
   - C. Follow outline to complete Form A and C.

Form A - Time Chart

1. Purpose of this form: To focus the individual's attention on how much time he has and how he uses it.
2. How the student will use the form:
   - A. Keep an accurate time chart for the week
   - B. May want to use the chart to help plan study time for each week.

Form C - The Calendar

1. The purpose of the form: To give the student some perspective of when his assignments are due and how to plan for their completion.

2. How the student will use the form:
   - A. Fill in all due dates of which you are aware
   - B. Keep the calendar up to date as you are given additional information
   - C. When you set goals which involve dates, fill these in on the calendar. An example of this would be planning for the writing of a paper. One date would be set for having the research completed. Another date would be set for having the first draft done. A third date would be for the final draft to be typed and ready to be handed in.

Form A

TIME CHART

TIME	MON.	TUES.	WED.	THURS.	FRI	SAT	SUN.
A.M. 6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
P.M. 1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

SUMMARIES

	M	T	W	T	F	S	S	TOTAL
SLEEP								
EAT								
PERSONAL								
STUDY								
WORK								
CLASSES								
TRAVEL TIME								
SOCIAL								
LOST HOURS								
TOTAL	24	24	24	24	24	24	24	172

Name: ____________________

Date: ____________________

Form C

CALENDAR

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Month ↓							

SESSION III: TESTING PROGRAM AND CAREER

Specific Objectives:

1. Interpret data on ACT
2. Indicate interests and abilities, strengths and weaknesses.
3. Relate interests and abilities to career plans.
4. Complete goal forms B,D, and E_2.

Agenda

1. ACT
   - A. Confirm information in the top block of the ACT Student Profile Report (SPR)
   - B. Look for consistencies/inconsistencies between high school grades and ACT scores.
     1. Consistently low grade and score in English suggest need for help in English Expression - En 41M.
     2. Low score on reading in the social studies may suggest help in reading - Ed 11M.
     3. Low score in English, but a high grade may indicate literature took precedence over composition.
   - C. Examine the student's probability of obtaining a C or better average. Check the student's self-estimate of college G.P.A. Is the student realistic in his or her expectation?
   - D. Examine the "College Selection Items by Rank Order" entry. If first, second, and third choices do not match with BCC characteristics, the student may become dissatisfied. Explore with the student the reasons for choosing BCC.
   - E. Identify the student's stated educational major and vocational choices. How definite are these and are

they congruent with the interest inventory? (Plot scores on the map of college major on the reverse side of the SPR.)

F. Note inconsistencies or consistencies between "Special Educational Needs and Interests" and high school grades and ACT scores. For example, student indicates no need for help in reading but has an ACT score of 07 in reading in the social sciences. Bad news!

G. Direct student to sources on campus for financial aid and help in obtaining work. If the student of limited ability indicates a need to work 20-40 hours per week, a realistic course load will be mandatory.

H. Examine "High School Information" carefully to determine whether the student should be encouraged to enter into definite college extracurricular activities. For example, a student indicated participation in high school vocal music and a high or very high accomplishment in music, but that student indicated no intent to participate in college vocal music.

I. Explore with the student the "World of Work." Locate the World-of-Work map region at the bottom of the SPR and explore both that region and the two contiguous regions on the map on the reverse side of the SPR. How congruent are interest inventory results, grades-scores, stated educational major, and vocational choices with world-of-work area?

2. Discussion of goals for last week.
   A. Complete Forms B,D, E_2
   B. Use form E, if desires.

3. The Counseling Service is strictly a service department for those members of the Briar Cliff community who wish to avail themselves of the facilities

A. Location - second floor Noonan Hall, Rooms 213 and 215. Library 219. Phone extension- 433.
B. Vocational, academic and personal counseling is available.
C. All interviews with counselors are strictly confidential.
D. Counseling provides an opportunity for students to learn more about themselves and their behavior so as to better make career, academic and/or personal decisions.
E. A resource library is part of the Counseling facilities found on second floor Noonan. It contains numerous undergraduate and graduate school catalogs; variety of books and information on improving study habits and becoming a better student; filing cabinet full of career information -- all color coded for easy accessibility -- and numerous reference books containing a wealth of information about many, many different careers. (Career information such as specific duties of a particular job, salary range to be expected, hours of work, amount of training needed as well as outlook for employment in each field up to year 1980).
F. Vocational counseling utilizes Interest Inventories with follow-up individual interpretations, career library reference materials plus interviews concentrating on relating input of information to student's immediate educational goals and future vocational plans.
G. Academic coulseling involves assessing a student's weak areas, reviewing study habits and devising a plan to improve the student's effectiveness. There is also

a focus on realistic educational goals. (Intellectual assessment is available as a counseling aid whenever necessary).

H. Personal counseling involves assessing a student's present difficulty and then helping the individual to arrive at a feasible solution. Emphasis is placed on accepting the student and his behavior without making judgments.

I. Encourage students to acquaint themselves with the Counseling Service staff and facilities so they may be better aware of the services available to them.

SOC. SEC. NO.		TYPE OF TESTING	NATL
COUNTY		DATE TESTED	12/75
PHONE NUMBER		ED. LEVEL WHEN TESTED	SENIOR

1975-76

COLLEGE COPY

ACT STUDENT PROFILE REPORT

H.S. ATTENDED 163-315 WEST MONONA HIGH SCH 1100 TENTH ONAWA IA 51040

SCORES AND PREDICTIVE DATA

SUBJECT AREA			ACT NORMS (%ILES) LOCAL	NATIONAL	
ENGLISH	A	20	53	58	
MATHEMATICS	C	20	51	56	
SOCIAL STUDIES	B	22	40	58	TYP
NATURAL SCIENCES	B	29	62	68	2
COMPOSITE SCORE		23	62	71	

OVERALL GPA PREDICTIONS

NAME OF GROUP	FRESHMAN YEAR		RANK	
SUMMARY ANALYSIS	74/5	B	58	92

SPECIFIC COURSE PREDICTIONS

NAME OF COURSE	FRESHMAN YEAR	GRP NO.	GROUP NAME*	RANK	

ADMISSION ENROLLMENT DATA

		ENTRANCE DATE								HOUSING PLANS
1276	2ND	FALL 76	YES	DAY	YES	YES	NO	NO	NO	RESID. HALL

HIGH SCHOOL INFORMATION

				TYPE OF PROGRAM
1976	100-199	PUBLIC	91-100	BUSINESS

SELF REPORTED RANK: TOP QTR AND AVERAGE: 3.0-3.4

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST	SIZE	FIELD OF STUDY	OTHER FACTOR
FIRST	SIXTH	SECOND	THIRD	FIFTH	FOURTH	SEVENTH
PUB-4YR	COED	IOWA	UND 1500	1-5,000		

EDUCATIONAL AND VOCATIONAL PLANS

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE	SELF-ESTIMATE OF COLLEGE G.P.A.
ACCOUNTING	NOT SURE	BACHELOR'S	2.5-2.9

FIRST VOCATIONAL CHOICE	HOW CERTAIN	SECOND VOCATIONAL CHOICE
BUSINESS ECONOMICS	NOT SURE	WOODWORKING

YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

SUBJECT AREA

YRS	4	2	3	2	0	0	0	0	2+	4

					SELF REPORTED ADEQUACY OF H.S. EDUC.
YES	NO	NO	NO	NO	EXCELLENT

5.305

SPECIAL EDUCATIONAL NEEDS AND INTERESTS

INDICATED NEED FOR HELP IN — INDICATED INTEREST IN — ADVANCED PLACEMENT IN

Y	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	Y	N	N	N	N	N

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

HIGH SCHOOL	N	N	N	N	N	N	N	N	N	Y	Y	N	N	N	Y	Y
COLLEGE	N	N	Y	N	N	N	N	N	N	Y	Y	N	N	Y	Y	N

PLANS TO SEEK FINANCIAL AID: YES	NEEDS HELP TO FIND WORK: YES	HOURS/WEEK: 11-20

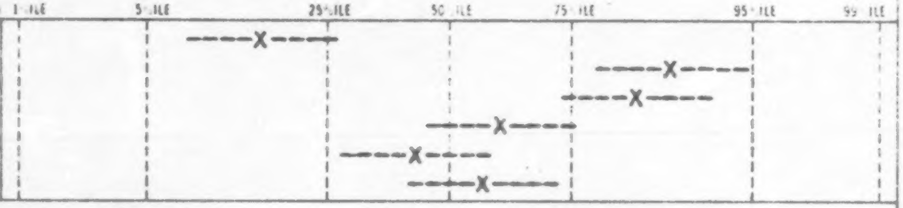
OUT-OF-CLASS ACCOMPLISHMENTS

AV	N	AV	N	VH	HI	VH	VH	VH

N - NONE AV - AVERAGE HI - HIGH VH - VERY HIGH

INTEREST INVENTORY

STANDARD SCORE	BASIC INTEREST AREA	%ILE (BY SEX)
41	SOCIAL SERVICE	18
61	BUSINESS CONTACT	85
60	BUSINESS DETAIL	82
53	TECHNICAL	63
49	SCIENCE	43
52	CREATIVE ARTS	59



MAP OF COLLEGE MAJORS—COORDINATES: I 62 II 63 (See Back of Report)

WORLD-OF-WORK MAP REGION 04

BACKGROUND INFORMATION (OPTIONAL)

ETHNIC BACKGROUND	CAUCASIAN AMER/WHITE
RELIGIOUS PREFERENCE	PROTESTANT
ENG. MOST FREQ. SPOKEN IN HOME	YES

SPECIAL MESSAGES
☐ SOCIAL SECURITY NUMBER NOT REPORTED BY STUDENT
☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS NOT REPORTED AND/OR ONE OR MORE SUBTESTS NOT TAKEN. NO PREDICTIVE INFORMATION POSSIBLE

955

956

Form B - Task Summary

1. Purpose of this form:
   - A. To focus on the total picture of what the individual has to do.
   - B. To focus on the distractors that operate for each individual.
2. How the student will use the form:
   - A. Fill in the information asked for on the form.
   - B. May have to take the form home in order to fill in all information.
3. Information for the advisor:
   - A. Don't wait for everyone to finish this. Encourage them to have something written for all three items. Discuss briefly each item with the group. Be sure they understand what they are asked to do. They are to be very specific on the first two items. Have them talk about the distractors they have listed. Encourage the group to help each other plan some strategies to defeat the distractors.
   - B. Have extra forms in the folders for students to use if they wish.

Form D - Projected GPA for the Term

1. Purpose of the form:
   - A. To clearly show through the academic record how the student arrived at his present GPA.
   - B. To have the student form a goal which he will be working toward all term.
   - C. To specify what the effect of that goal will be on his overall GPA.

2. How the student will use the form:
    - A. Examine your academic record.
    - B. Project your grades for the term. Set the goals higher than you think you can do.
    - C. Check the degree of difficulty on the difficulty index.
3. Instructions for the advisor:
    - A. The top part of this form should be filled in before the session begins. You may have to explain the academic record and teach students how to figure GPA. If it isn't brought out by the students, point out the necessity of structuring goals which will change that record.
    - B. Encourage the students to project their grades higher than they think they can do. If a student hasn't had any A's, it may be unrealistic for him to project A's. On the other hand, if a student thinks he can get a B or a C with his usual amount of effort, encourage him to set his goal for an A or a B respectively.
    - C. Refer the students back to this form occasionally through the term. A good time to look carefully at these goals would be after students have the results of mid-term exams. Then they can plan what has to be done in order to make their goals.

Form B

TASK SUMMARY

Name____________________ Week 1..2..3..4..5..6..7..8..9..10..

1. List all of your subjects. After each one specify what you need to do to be up to date in that subject.

Subject	What?	How much?	When due?

2. List all other responsibilities you have, such as a job or an office in an organization. After each one specify what you need to do to be up to date in that area.

3. When you don't do the things you planned to do, what kinds of things do you do instead?

Form D

PROJECTED GRADE POINT AVERAGE FOR THIS TERM

Name______________________________ Date____________

Overall Grade Point Average To Date_________

Projected Grades for this term: Project the grades slightly higher than you think you can do.

Subject	Grade

Projected Grade Point Average for this term____________

How difficult will it be for you to get the grades you have indicated? On the following index circle the line that most nearly describes the degree of difficulty for you. Do not mark between the hash marks.

easiest possible to do	fairly easy to accomplish	not too hard, nor too easy	fairly difficult to accomplish	hardly possible to do

Actual Grade Point Average for this term________________
(to be entered at end of term)

DAILY ACADEMIC OBJECTIVES

DAY: M T W Th F Sa Su

These are the tasks I must accomplish today in order that I meet my weekly objectives:

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

DAILY OBJECTIVES -- COMPLETED -- PARTIALLY COMPLETED

What kept me from completing my objectives today?

1)
2)
3)

What must I carry over to tomorrow?

1)
2)
3)
4)
5)

SESSION IV: PLANNING FOUR-YEAR CURRICULUM

Specific Objectives

1. Check completed forms from Session III and discuss program.
2. Project future academic plans by becoming familiar with the variables of curriculum planning.
3. Prepare a tentative four-year plan.

   Materials needed:
   - College catalog
   - 4 Year planning sheet
   - Summary sheet

Agenda

1. Progress report from Session #3
   - A. Verbal progress report on last week's goals. Spend time on the things people found helpful and the things that got in the way. Have them look carefully at their reward system in comparison to the distractors that may have caused them to do less than they wanted to. Ask them if they are utilizing group members as as much as they might.
2. Information for the advisor:
   - A. Ask questions such as: "What did you learn about yourself?", "How many hours did you spend studying?", "Did you have some hours unaccounted for?", "What meaning does that have for you?", etc.
   - B. Discuss the completed time chart. Discuss how they felt about doing it, what they learned from doing the assignment, and what effect if any it had on them during the week.

C. Follow-up forms A and B repeated.

3. Procedure for Four-year plan:
    A. Check catalog for needed courses in area of interest.
    B. Explain requirements
        1. Divisional
        2. Mini Courses and IR
        3. Major
        4. Supporting area
    C. Show how to use forms as an aid
    D. Emphasize that four-year plan is only tentative based on what student now knows and that it can be changed at any time.
    E. Give students time to ask questions.
    F. Assign completion of four-year form for next session.
    G. Encourage use of resources
        1. Career library
        2. Transfer program
        3. Department faculty

SESSION V: GETTING IT TOGETHER

Specific Objectives:

1. Gather materials assigned.
2. Help students prepare for mid-term exams (Study Skills, Chap. 5-7).

Agenda

1. Break up into small groups.
    A. Discuss interests, plans.
    B. Show variety of requirements met.
2. Hand in materials to be filed in folders for future reference.

3. Structure some group goals for preparing for mid-term exams (see study skills book, chaps. 5-7).
4. Discuss procedures of failing notice.
5. Stress availability of advisor during next month on an individual basis/need.

SESSION VI: CONFIRMING TERM II REGISTRATION

Specific Objectives:

1. Become acquainted with registration procedures.
2. Fill out required forms for registration.

Agenda

1. Materials:
    - A. Pink 3 x 5 advisor's form.
    - B. Schedule grids.
    - C. Student folders.
2. Group procedure in filling out forms or individual appointment times (preference of advisor).
    - A. In group procedures it is encouraged to have a peer advisor to help check forms.

TERM II AND III

Specific Objectives:

1. Check on student progress, problems.
2. Encourage setting of goals.

Freshman advisors may meet advisees in a group or individually, but we encourage to contact them after report cards are out, preferably first week of new term.

Registration procedures follow as in Session VI for Term III.

Early in Term III, all folders should be completed and handed in to Advising Office for re-distribution to departments.

DEVELOPING THE ADVISOR'S HANDBOOK

Dr. Elizabeth M. Finlayson
Director, Student Orientation and Academic Advising
James Madison University

A HANDBOOK FOR ACADEMIC ADVISING

An advising handbook will not be a miracle cure for all the academic advising problems on any given campus, but there is no question but that the caliber of advising will improve when advisors have quality tools with which to work. Nevertheless, an advising handbook is a tool that is often overlooked even by institutions that have well developed advising programs. Too often are faculty advisors expected to be fully informed and current on academic policies and procedures when few written guidelines or information are available for their use. This is not only an unrealistic expectation but an unjust one when one considers that the role of an advisor is at best a secondary one for members of the teaching faculty.

If your institution is considering the feasibility of developing an advising handbook, you should begin by asking the following questions:

1. What need, that is not already being met, would an advising handbook meet?
2. Who would be responsible for developing the handbook? Would this responsibility include update and distribution?
3. What information would be included, and from what sources would the information be gathered?
4. How does one go about publishing such a manual?
5. What are the cost factors and who would bare them?
6. What factors need to be considered in the distribution of the handbook?

7. Once available, will faculty use the handbook?

We will attempt to answer these and other questions in the pages that follow.

DO YOU NEED AN ADVISING HANDBOOK?

It may be that your campus already has adequate "tools" for the advisor, in which case there would be no purpose in developing still another. Your first step, therefore, should be to take an inventory of printed materials on your campus - any that could be considered even remotely related to the responsibilities of an advisor. Such materials might include:

College Catalogues
Student Handbooks
Departmental advising forms, guides, handbooks
Student academic records (with student and/or advisor copies)
Student personal record keeping booklets
Records Office publications and forms (e.g., class schedules, registration materials, class adjustment forms)
Institutional Policy and Procedure Manuals
Faculty Handbooks

These materials, once gathered together, need then to be evaluated in terms of their value to the advisor. Assessment would include:

1. Is the information correct? Clear? Concise? Complete? Up to date? A good tool must be all of these.
2. Is the material readily available? If so, to whom? The advisor? The student? Or both? If not, would it be difficult for advisors to find the answers to the wide range of problems that advisees bring to them?

3. Various publications often overlap in information covered. When this has happened, is the information conflicting?

As a follow-up you may wish to select one or two hypothetical advising problems, and, without depending on your own knowledge, find the solutions to the problems, using only the materials you have gathered together. For example, a senior is informed by the Records Office that the math he took does not meet the requirements for graduation. He brings his problem (as he should) to you, his advisor. What happens then?

1. The college catalogue tells you that the math the student took is not the one required in his present major.
2. The Student Handbook tells the student that he should see his faculty advisor.
3. You decide that there are two alternatives available to him:
    a. Somebody will need to waive the requirements, or
    b. The student will have to remain an extra term and take the correct math
4. You recommend that the student request a waiver. Nowhere, however, can you find out who could waive the requirement.

If your search for answers to similar problems finds you spending more time than you can afford, or giving up and asking someone who you figure probably knows the answer because "He's/she's been around a few years," it is reasonable to assume that your campus might wish to inquire of several faculty advisors and see how they feel. If such a handbook is developed, they would be the ones you would hope would use it.

WHO SHOULD DEVELOP THE HANDBOOK?

If you conclude that a handbook is needed, who should develop it?

Since the faculty advising handbook would cover academic information, it logically should be developed by someone in Academic Affairs, authorized and supported by the senior administrator in that division. The development of the handbook would be the responsibility of someone on down the line who, because he/she works closely with advisors or students, has the necessary interest and incentive. You perhaps.

Because the development and continual updating requirements of an advising manual are time consuming activities, it should not be undertaken as a "once only" project. The handbook should be clearly seen as a major and continuing responsibility of the person or office to whom the task is assigned. It should also be understood that the completed handbook would be of a quality that would justify its acceptance as an official resource guide to be distributed for use by all faculty advisors.

WHAT INFORMATION SHOULD THE HANDBOOK INCLUDE?

Once the assignment is made or accepted, the next step is to decide what information is to be included. To some extent, the decision will depend on whether the handbook will be THE resource book for academic information, or one which supplements or complements other printed material.

For instance, on some campuses, the advising handbook is seen as a companion to the college catalogue. It is in this manner that it is probably most effective.

The value of one comprehensive manual cannot be overstated. The time and expense of pulling together all the bits and pieces of information found in a variety of campus publications will more than pay off in the time saving to advisors and the confidence they place in the handbook you provide for them. Faculty are busy people and even the most dedicated have too little time for hunting answers to student advising problems. Following the initial publications inventory, this consolidation becomes the next major step in the handbook development. Filling in the missing information follows. Assembling it all in easy to find order, and preparing a table of contents and an index completes the steps preceding official prepublication approval.

The responsibilities of your advisors will determine to some extent the kinds of information you will want to place at their fingertips. Consider the following as starters:

1. Academic policies (e.g., repeating courses, class attendance).
2. Academic procedures (e.g., course adjustments, changing majors).
3. Advising (responsibility of advisor, of student).
4. Admission policies.
5. Certification requirements.
6. Computing grade point averages.
7. Degrees available, degree requirements.
8. General education requirements, course choices.
9. Grading policies, retention.
10. Important dates and deadlines.
11. Offices that support the academics (e.g., Career Development, Study Skills).
12. Program choices and requirements (curricula, major).
13. Referral procedures.
14. Registration procedures.
15. Special programs (e.g., Honors, Study Abroad, accelerated)
16. Testing programs, credit by examination.
17. Transferrring courses.
18. Waivers.
19. Withdrawing procedures.

If grades determine automobile privileges, include that information.

If grades determine eligibility for certain campus organizations, financial aid, or athletics, include that information.

If it is desired to emphasize the philosophy, responsibilities, and commitment sought in advising, include it.

If departments have program forms designed to record the progress of their majors, samples can be included. If your student population is large enough to warrant it, you may want to design a handbook that includes a special section for each School or Department, in which case you would work closely with a knowledgeable representative from each School in developing its section.

While the college catalogue cannot - and should not - cover in detail the procedure for waivers and appeals, especially when inadequate advising is a factor, the faculty advising handbook can.

Since we assume there is no precedence on your campus which dictates the content to be covered, it is up to the handbook developer to make these decisions. Again, recommendations from those who will be using the handbook should prove to be invaluable.

In reading through the publications you have found, be prepared to find data incomplete, and sometimes inaccurate and/or conflicting. Some of the information may have been hurriedly researched and poorly written. Take the time to track down the origins and current status of policies or procedures which you include, especially those which appear to be in conflict; add the information that is missing; and correct if necessary the information that you know or suspect to be inaccurate. Don't depend on your familiarity with the material to do this but seek out those who make the policies and those who have the responsibility for administering them. Read the minutes of committees that make academic policy decisions (C & I Committees, the Board of Visitors, Deans Council, etc.) to learn of or verify past actions. (If possible include this supportive data, especially in major or recent actions.) The Registrar or Records Office will be able to provide you with a wealth of information on academic policies, deadlines, and administrative procedures. Leave no stone unturned in your effort to be accurate. Remember, the purpose in your handbook is to take the guess work out of advising. You cannot afford to have any errors in the handbook; advisors will be justified in assuming that the advising tool you have provided for them is error free.

A final step in assuring the accuracy of your research is to ask both the person who has primary responsibility for academic policies on your campus (e.g., the Vice President for Academic Affairs) and a person who has the responsibility for administering the policies (e.g., Registrar) read your copy for accuracy and clarity. State that they have done so in your preface or introduction; it will add credibility to your handbook.

WHAT DO YOU LOOK FOR IN PUBLISHING?

You now have all the material you have so painstakingly assembled stacked before you on your desk and you must decide in what format you want it to go to your campus advisors. Before making your decision you will want to know:

1. How much will it cost?
2. What are the publishing options?
3. How many copies are needed?
4. What resources - staff, equipment, funds - do you have?
5. How often will you republish or update?

Your publication can be anything from a booklet of mimeographed papers stapled together to an expensively printed hard cover book. Most institutions would be advised to settle for something in between.

A mimiographed pamphlet, if used at all, will soon become dog-eared, torn, and unstapled unless transferred by the user to a loose leaf binder. The binder serves very well to protect the handbook; however, many advisors will not bother to transfer the material into any covering. Torn copy, unattractive and difficult to handle, will soon find its way to the trash basket. If you want your advisors to be pleased with the tool you send then. and if you want them to keep it handy where it will be used, try to stretch a modest budget to include some kind of cover. Light weight report covers, such as those students use for term papers, can be purchased from the campus bookstore at minimal costs. Select a color that stands out - maybe one that matches or blends with your college catalogue - to make the handbook more visible so it can easily be located and identified. If the cover is stiff enough to support the manual in a book rack, so much the better.

If your material is mimeographed, make sure the print is neat, clear, and doesn't bleed through the paper.

If your budget will allow, some type of printing is preferable to mimeographing. The finished handbook will be easier to read, less bulky, (since the paper will not be as heavy and can be printed on both sides) and more "official" in appearance. Any of the options for binding - spiral, loose leaf, saddle stitching - will prove to be more lasting than staples, and an attractively designed cover can be added. The handbook becomes a display piece that can be left on anyone's desk - where it is handy and where its presence encourages its use.

The pros and cons of a loose leaf manual will be discussed later under "updating your manual."

On many campuses there is a Publications Editor whose responsibilities include advisement on institutional publications. This is the office to whom you should turn for assistance and advice. More than likely they can help you with cost factors, type of print, headings, tables, illustrations, grades of paper, and possibilities for bindings and covers. However, their expertise does not generally encompass content. If your campus has its own print shop, the printer may be the one to help you. If either of these services are not available on your campus, try your Art Department. A member of the faculty or a student majoring in the Department may have the skills you are seeking, especially in designing an attractive cover.

If all else fails, check out your community printers. This kind of assistance and service is routinely provided in most printing jobs. Your institutional policy may require that off-campus work be put out on a bid; check this with your business office. In any case, allow plenty of lead time in which to get the work done.

In preparing material for print, you can submit "camera ready" copy or ask that the copy be type set. Camera ready copy is photographed and reproduced just as you turn it in; therefore, it is less costly than printing as it does not require type setting at the print shop. However, because of spacing, you get less typewritten copy per page than type set copy, more pages will be required and the savings on camera ready copy is offset to some extent by the increased cost of the paper.

Printing cost is also related to numbers of copy, with cost per copy decreasing as the number of copies increases. (This would not be true of mimeograph work, of course).

The following tables give you some cost factors and comparative costs which should prove helpful in evaluating some of your options.

TABLE I

COST FACTORS

Printing -
  Paper/cover/binding
  Use of color
  Type set/camera ready
  Printer
    Campus/local/on bid
  Volume
  Reprinting
Distribution costs

TABLE II

SAMPLE OF COMPARATIVE PRINTING COSTS

	Pages	Type Setting	Printing (c)	Staple/Collate (a)
NO TYPING On Campus	62	--	$682	$ 90
NO TYPING Off Campus	62	--	$955	$200
TYPE SET On Campus	40	$200	$516	$ 80
TYPE SET Off Campus	40	$352 (b)	$764	$156

(a) Included in printing cost shown
(b) At $16.00 per hour (hourly charge varies; depends on printer and how busy he is)
(c) Figures based on: 950 copies
11 x 17 folded, collated, saddle stitched
Off set bound
Hammermill laurentine finish cover
Cover design

Obviously printing is going to require a sizable outlay of funds from some source, but the amount of time spent in the preparation of a handbook and its ultimate value to both students and faculty justifies your request for funding. Publishing in an inexpensive format to give your handbook a trial run will be a fair test only if you intend to request feedback on content and layout before publishing a more permanent and attractive manual.

HOW SHOULD DISTRIBUTION BE HANDLED?

If your handbook is classified by your administration as an official publication, free-of-charge distribution would include academic Deans and Department Heads and those faculty members on your campus who serve as advisors. Distribution to all faculty on campus would be even better. Even those departments which provide departmental advising handouts will find the more extensive institutional content of your manual useful. If you have student or peer advisors on your campus, their role should be defined when preparing the handbook, and they too should be provided copies without charge. If you are not successful in obtaining the necessary financial support for your project from your administration, it may be that each department will be willing to cover the cost of the handbook for their faculty and peer advisors, in which case they can be billed accordingly. However, rather than paying for your handbook, some departments may elect instead to prepare their own - which they may not follow through on, or which they may not accomplish with the same care and research that makes your manual preferable. You are then back where you were before you initiated your project, with some advisors working with less than adequate tools. It is highly recommended that the matter of funding is resolved before the project begins; research the costs and present them accurately in your original request for permission to develop the handbook. The degree of professionalism which you demonstrate in your proposal will say much to your administration about the kind of finished project they can expect from you.

You may decide to develop a manual which would be a combined academic record book and an academic information guide for students. Because such a booklet becomes the personal property of the student, a nominal price could be charged and the book sold through the campus bookstore. If designed for students to use in keeping their own record of academic progress, the fill-in outlines should be general enough to accommodate any major program.

It may be that your administration will not specify that all advisors use or be provided a handbook, in which case your office would take the initiative to make it available upon request. On our campus each year when the revised edition comes from the printers, we call each Department, give them that information, and ask if they would like some copies for their faculty and if so how many. Except for those freshman faculty advisors who work directly under this office (Orientation and Academic Advising) and for whom our handbook was developed, its use by other advisors is not required. We provide a free service which they may take advantage of if they wish, Since the publishing of our original handbook over five years ago, we have had 100% distribution to all faculty (not just advisors) by using this method. Some departments also request copies for the departmental secretary since she is often asked about deadlines and procedures, particularly in routine matters such as course adjustments and changing majors.

If your handbook is a good one, be prepared for requests for copies from your friends on other campuses. Look ahead and print up some extra copies for this purpose.

HOW SHOULD THE HANDBOOK BE UPDATED?

The office which develops the original handbook should be held responsible for keeping it current, if for no better reason than their demonstrated interest in the project. If faculty cannot rely on the accuracy of the handbook - and this includes its being up to date - they will cease to use it.

The logical time to update is whenever the copy to be included in the next annual catalogue is definite and available. If the handbook is current with the catalogue, inconsistencies in information will be at a minimum; the student and/or advisor is not confused with information which is conflicting. The time required for the revision and printing of the handbook is shorter than that needed for the college catalogue, so the handbook generally can follow closely the publication date of the catalogue.

There are various ways that a handbook can be updated:

1. Publishing an addendum to the handbook and asking advisors to correct or update their own copies.
2. Publishing corrected pages for loose leaf handbooks and asking advisors to substitute them for outdated pages.
3. Completely revising the Handbook annually or biannually as necessary, providing all advisors with the revised copy.

The first two methods allow for corrections to be made throughout the year as changes in programs, policies, or procedures occur. The problem is that too often the corrections aren't made by the advisors; the material at best is "filed" in the back of the handbook where it is lost or forgotten. While the loose leaf handbook might seem to be the most expedient method of updating it does have this shortcoming, as institutions which have developed loose leaf manuals will point out. In addition, as more and more changes are made, the accuracy of all the original data comes under question, expecially by those who have not been careful about keeping up to date on the corrections. Also, all updating copy does not necessarily fit neatly into the same space of the copy it replaces; the result is a patch work effect which eventually decreases the ease with which information can be located.

Expensive by comparison as the completely revised manual might be, it does assure that material is current. This method can be improved by supplementing it with method number one for information which advisors should have between major revisions of the handbook.

On our campus, we have found it advisable to rewrite the Handbook annually, but hope for the time that such frequent revisions might not be necessary. In the eventuality that some year this might happen we cover ourselves by putting a two year date span on the cover (e.g., 1977-79). Thus, if it happens that a revision is not necessary at the end of the first year, the dates inform the user that the issue is current.

WILL FACULTY USE THE HANDBOOK?

After all your efforts, what assurance do you have that advisors will use your handbook? Reviewing some of the decisions you made in the development of the handbook, you should have reason to be optimistic:

1. Before you even started, did your findings indicate that an advising handbook was needed?
2. Did you research all the information to be included? Is the end product accurate, current, and comprehensive?
3. Have you published a well organized, attractive handbook?
4. Is it accessible to those who need it?
5. Have you had the administrative support that gives your handbook credibility and recognition as an institutional resource guide?

If you can answer affirmatively to all these questions, you probably have little cause for concern. One additional step would prove fruitful, however. Somewhere in the introductory pages of your handbook let it be known that your office is always available to answer questions concerning the content of the handbook or academic advising in general. Solicit suggestions for the improvement of the handbook.

Conscientious advisors will accept the invitation to share with you their advising experiences and you will find the feedback on your handbook invaluable as you look ahead to your first revision. As has been said, once started, an advising handbook is a continuing project but one which will be rewarding in terms of better advising on your campus.

Excerpts from an Advising Handbook

To help you identify the kinds of information to include and in the organization of the handbook, some examples and a table of contents concludes this report:

Example 1:

Foreign Languages and Literatures Department

The following guidelines have been established by the Foreign Languages and Literatures Department to assist all students and their advisors in the selection of a foreign language:

1. Students with 1 year or no foreign language in high school, or students with poor grades or interrupted sequence	*take 101-102*	*in French, German, Russian, Latin, or in Spanish to be followed by 231-232 in all languages for B.A. requirements.*
2. Students who want reading knowledge only (no previous knowledge of language is necessary)	*take*	*French or German 105-106 followed in the sophomore year by French or German 205-206 to complete B.A. requirements.*
3. Students who have had 2 or more years of one language in high school with good grades up to senior year	*take 231-232*	*in French, German, Latin, Russian, or in Spanish*

4. Students who have had 4 or more years in one language and want to continue with the language should take a placement test by arrangement with the Head of the Department; take 231 if preferred and/or take the Departmental "Credit by Examination" exam. . . . .

Example 2:

The Major Program

Variances to program requirements will be made only in rare instances. The need for a waiver or substitution would most likely occur when a student has transferred to the University from another institution or from one major program to another.

Students who feel they have just cause to request a waiver or substitution should:

1. *In General Studies:*
    - a. *See the Dean if the course is in the same School as that in which the student is majoring.*
    - b. *Appeal to the Vice President for Academic Affairs if the course is in another School. This request should go to the Vice President through the Department Head and the Dean of the School in which the course is taught. (Example: an Accounting major wishing a substitution in General Studies English should see: the Head of the English Department, the Dean of the School of Arts and Sciences, the Vice President.)*

2. In the Major Program:

a. See the Department Head
(Examples: the Chemistry 101-102 or Biology 250 requirements of a Biology major; the Math 125 requirement of a Management major. Although the math is not in the same school as Management, the course requirement is specified by the major department and program rather than through the General Studies requirement.)

Example 3: A Double Major

It is not uncommon for a student to carry two majors. In certain majors, such a program can often be arranged with careful advanced planning. A program that has a good number of elective hours offers the best opportunity for such flexibility in programming. A minor in addition to two majors is also possible in some programs.

A student should select the first major program, then work in the required courses of the second major whenever the program specifies electives. Many general studies or departmental courses will meet the requirements of both majors, if carefully selected. The introductory pages of each major department give both the required hours and courses for meeting major requirements; students should refer to this page in planning a second major. . . . .

Example 4:

Course Load, Full-time Students and Housing

An undergraduate student carrying 12 or more semester hours of credit is a full-time student. A student carrying less than 12 hours is classified as a part-time student. A student must be carrying at least 12 semester hours of credit to live in on-campus housing.

A student who reduces his/her load during the semester to less than 12 hours will need to obtain the permission of the Director of Residence Halls to remain in student housing. Such a request would be honored only if the reduction in load to less than 12 hours were the result of extenuating circumstances beyond the student's control (almost always medical). An advisor who might wish to support a student's request should forward his/her recommendation to the Director of Residence Halls. . . . .

Example 5:

Should Students Always be Advised to Repeat Failed Courses?

As stated, the student in academic difficulty should be advised of the advantage of repeating a course to get out of academic hot water more rapidly. However, even this advice needs some modification:

To repeat an "F" in a course required in the student's program makes good sense -- there is nothing to lose and everything to gain.

To repeat an "F" in a course that is not required may not be in the student's best interest if the only reason for repeating the course is to earn the grade - particularly if that course is in a major the student is moving out of, as is often the case.

To repeat a "D" or better grade in order to pick up quality points may also not be in the student's best interest if repeated only for the better grade. Repeating courses for which one has already earned credit can be expensive financially. If, however, a poor grade has been earned in a course in the student's major, or in a foundation course, or if a better cum is needed to get into professional or graduate school, or to get off probation or suspension, then there is merit to repeating such a course to remove deficiencies.

Repeating at Another Institution

As previously stated, since quality points do not transfer, to effect the quality point deficiency, the course must be repeated at JMU. A student who has failed a course at JMU may remove the requirement by passing the course with a C or better grade at another institution. However, the "F" and its deficiency would remain on his/her permanent record here.

Example 6:

The Advisor's Role When an Advisee is Academically Suspended

The advisor should be available to a suspended advisee who needs counsel regarding the summer session option, the procedure for appeal, the advisability of appealing a suspension, and writing a letter of appeal. Readmission is more apt to be approved by the Committee if: 1) there were extenuating circumstances contributing to the deficiency, 2) the student has a reasonable chance for success if reinstated, and/or 3) the student earned at least a 2.00 average in the last semester. If necessary, the advisor should help a student calculate the quality point deficiency and determine what grades would need to be earned the following semester to avoid a second suspension.

Example 7:

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LISTING OF COLLEGES AND UNIVERSITIES WITH GOOD ADVISOR HANDBOOKS AND SUPPORT MATERIALS

San Jose State University (Resources for Academic Advising)
UCLA (Finders Keepers)
University of Alabama (Academic Advising Guide)
Drake University
SUNY New Paltz
University of Texas College of Natural Science
Lincoln Land Community College
Louisiana State University (This Is Junior Division)
Wichita State University
Ricks College
Bowling Green State University College of Health and Community Services
Northeast Louisiana University (Planning Your Schedule)
Trinity University (Texas)
Kansas State University (Advising Brochure)
University of Nebraska-Lincoln College of Agriculture
Brigham Young University (College Advisement Center Supervisor's Training Packet)
University of Utah (Student Survival Manual)
Hamline University
Gustavos Adolphus College
Creighton University (Guide for New Students)
University of Kansas (Freshman Sophomore Handbook)
University of Northern Colorado (New Student Guidebook)
University of Denver (Pioneer Handbook andAdvising Handbook)
California State University-Fresno (Survival Kit)
North Central College

SURVEYS, INVENTORIES & CHECKLISTS

ADVISOR CHECKLIST

	YES	NO
AVAILABILITY		
1. I have regularly scheduled office hours for advisees to meet with me throughout the semester.	___	___
2. I have special office hours for advisees during registration.	___	___
3. When I schedule office hours for advising, I stay in my office in case students drop in.	___	___
4. I publicize my office hours for advising.	___	___
5. I spend as much time with my advisees as they want.	___	___
6. I take the initiative to have my advisees meet with me.	___	___
INFORMATION		
7. I keep up to date course schedules in my office.	___	___
8. I keep up to date catalogues in my office.	___	___
9. I know the dates for deadlines such as preregistration, drop/add, etc.	___	___
10. I am aware of the course offerings of my department each semester.	___	___
11. I keep informed about the current and/or future career possibilities for those with a bachelor's degree in my field.	___	___
12. I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I can't help a student completely with a problem.	___	___
13. I know my advisees' first names.	___	___
14. I explain to my advisees in what ways I can serve them as an advisor.	___	___
15. I have a file of names and addresses of my advisees.	___	___

		YES	NO
16.	I check my advisee's name just prior to our meeting so that I will remember it during the interview.	___	___
17.	I thoroughly explain to new advisees the college requirements and requirements for the major chosen by the advisee.	___	___
18.	When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.	___	___
19.	I keep a record of my appointment dates with each advisee.	___	___
20.	When I find new information which might be helpful to an advisee, I take the initiative to pass it along to him.	___	___

HELPING

21.	If I know of a resource that could be potentially helpful to an advisee, I offer to help contact that resource (personally, by letter, phone call, etc.)	___	___
22.	When a goal an advisee has set for himself is unrealistic or impossible in my opinion, I explore this with him.	___	___
23.	I want to communicate to my advisees that I care about them as people.	___	___
24.	When it comes to my attention, and whenever possible, I try to help my advisees cut University red tape.	___	___
25.	I encourage and/or help my advisees to draw up an outline of proposed courses extending beyond the current year.	___	___
26.	I help my advisees with problems involving study skills or low academic performance.	___	___
27.	I do not make decisions for my advisees, but place most of my emphasis on helping them make decisions for themselves.	___	___

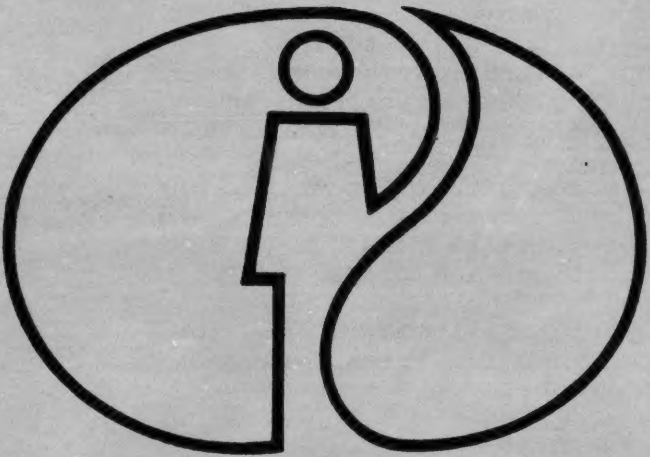
ADVISEE BEHAVIOR		YES	NO
28.	I am interested in my advisee's life goals as well as college goals.	___	___
29.	I attempt to establish a warm and open working relationship with my advisees.	___	___
30.	I am able to be honest in communicating my opinions of my advisees, their goals, capabilities, etc., even if that opinion is uncomplimentary.	___	___
31.	When an advisee disagrees with something I say, I try not to become defensive about it.	___	___
32.	When advisees consider changing colleges, I feel that I am helpful in exploring alternatives.	___	___
33.	I feel helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.	___	___
34.	I am able to communicate realistic perceptions of my advisee's strengths and potential problems in relation to their major and post-college plans.	___	___
35.	With respect to abilities, I focus on my advisees' potentialities rather than their limitations.	___	___

SATISFACTION WITH ADVISEES

36.	With respect to motivation my advisees are active and striving rather than passive and in need of prodding.	___	___
37.	With respect to maturity, my advisees are growing, responsible, and capable of self-direction rather than immature and irresponsible.	___	___
38.	I believe that the goals, priorities, and evaluation of the advising relationship should be determined by the advisor rather than share this process with the advisee.	___	___
39.	I like my advisees.	___	___

		YES	NO
40.	My advisees appreciate the work I go through to help them.	___	___
41.	I feel my advising is effective.	___	___

University of Nebraska
Lincoln



SUGGESTED CHECKLISTS FOR ADVISORS

The following checklist has been compiled from suggestions made by advisors who generally feel that their responsibilities for advisement should be more clearly outlined.

1. Read and/or review Advisement Handbook periodically.
2. Evaluate student's high school record and test scores with respect to courses or program of study in which he is interested.
3. Maintain and up-date advisement information sheet on each advisee whenever interview is held. Specific items to be noted are:
    - A. Student's stated educational goals.
    - B. Any acknowledged personal or academic difficulties.
    - C. Hobbies, sports, work plans, or routine hang-ups.
    - D. Accurate record of advice given each student.
    - E. Indicate whether advice followed and if not, why student has not done so.
4. See each advisee individually at least once every semester outside of registration period and schedule conferences more often as necessary.
5. Be available, and make special appointments if required, to register students having provided them with appropriate academic guidance and counseling.
6. Keep accurate record of courses taken together with grades received, both at Millikin and at other institutions, to insure that general education or major requirements are fulfilled and to check on overall cumulative grade point average for graduation.
7. Follow-up on students whose academic standing places

them on "scholastic warning."

8. Follow-up on students who do not register or express an intention to leave Millikin prior to graduation.

- Millikin University

Directions for Completing the Inventory

This Student Needs Inventory contains a series of need statements. To the right of each statement are the following five possible answers:

A. Never or hardly at all

B. To some extent

C. About half of the time

D. Much of the time

E. To a great extent

Reach each need statement, decide how you feel about it, (i.e., ask yourself if you have a need for . . .) and then circle the one answer that is best for you.

Student Needs Inventory

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
Counseling					
1. Need for professional assistance in coping with day-to-day problems and concerns.	A	B	C	D	E
2. Need for marriage or pre-marriage counseling.	A	B	C	D	E
3. Need for clarification of sexual values	A	B	C	D	E
4. Need for feelings of self-esteem--To feel good and have confidence in myself.	A	B	C	D	E
5. Need for understanding myself, who I am and where do I want to go.	A	B	C	D	E
6. Need for vocational exploration.	A	B	C	D	E
7. Need to evaluate my academic/educational potential.	A	B	C	D	E
8. Need to reduce test anxiety.	A	B	C	D	E
9. Need to deal with difficulties arising out of coming college, employment and family life.	A	B	C	D	E
10. Need to feel comfortable about speaking in class.	A	B	C	D	E
11. Need for assistance in dealing with my depression or anxiety.	A	B	C	D	E
12. Need to learn how to be assertive.	A	B	C	D	E
13. Need to be able to resolve conflicts within myself or with others.	A	B	C	D	E
14. Need to gain information about myself (e.g., abilities, interests, personality, values, etc.)	A	B	C	D	E
15. Need to have my feelings, thoughts and actions to be consistent.	A	B	C	D	E

Student Needs Inventory, Counseling Continued

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
16. Need to better understand and relate to different ethnic groups.	A	B	C	D	E
17. Need to learn how to adjust to college and student life.	A	B	C	D	E
18. Need to learn how to cope with my feelings of separation via divorce, separation or death.	A	B	C	D	E
19. Other:______________________	A	B	C	D	E

Financial Aid

1. Need for learning how to establish and use a checking and savings account.	A	B	C	D	E
2. Need for development and plan for living within a budget with emphasis on planning a four-year education program.	A	B	C	D	E
3. Need for learning about specific financial assistance programs available and repayment responsibilities and obligations of same.	A	B	C	D	E
4. Need for learning of the conditions and implications of filing bankruptcy.	A	B	C	D	E
5. Need for learning about buying, financing, and selling automobiles and various finance approaches one might use.	A	B	C	D	E
6. Need for learning how to best use credit cards and student discount cards for items such as food, lodging, travel and recreation.	A	B	C	D	E
7. Need for learning how to prepare and best take advantage of income tax reports.	A	B	C	D	E
8. Other:______________________	A	B	C	D	E

Student Needs Inventory

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
Community and Student Affairs					
1. Need for housing on campus.	A	B	C	D	E
2. Need for housing near campus.	A	B	C	D	E
3. Need for information about housing in the local community.	A	B	C	D	E
4. Need for assistance in finding a roommate to share an apartment.	A	B	C	D	E
5. Need for clearinghouse of housing information (e.g., costs, rental contract agreement).	A	B	C	D	E
6. Other:____________________	A	B	C	D	E
Testing					
1. Need for information about testing programs (ACT, GRE, etc.)	A	B	C	D	E
2. Need for information about the credit by examination program.	A	B	C	D	E
3. Need for improving test-taking skills.	A	B	C	D	E
4. Other:____________________	A	B	C	D	E
Student Health Services					
1. Need for information concerning available student health services on campus.	A	B	C	D	E
2. Need for information about preventive health care.	A	B	C	D	E
3. Need for information concerning available off-campus health services.	A	B	C	D	E
4. Need for weight control information.	A	B	C	D	E
5. Need for regular medical and physical exams.	A	B	C	D	E

Student Needs Inventory

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
6. Need for information concerning smoking and its effects.	A	B	C	D	E
7. Need for student health insurance.	A	B	C	D	E
8. Need for drug education (including both prescriptive and illicit drugs).	A	B	C	D	E
9. Need for personal hygiene information.	A	B	C	D	E
10. Need for immunization on campus.	A	B	C	D	E
11. Need for storage and dissemination of daily medication.	A	B	C	D	E
12. Need for veneral disease information, prevention and control.	A	B	C	D	E
13. Need for information on how to cope with middle age, e.g., menopause (men and women) and its psychological and physical effects.	A	B	C	D	E
14. Other:______________________________	A	B	C	D	E

Learning Resources

1. Need for improving study skills (e.g., note-taking, outlining procedures).	A	B	C	D	E
2. Need for quiet study areas.	A	B	C	D	E
3. Need for improving writing skills.	A	B	C	D	E
4. Need for increasing reading comprehension.	A	B	C	D	E
5. Need for increasing reading speed.	A	B	C	D	E
6. Need for improving mathematical skills.	A	B	C	D	E
7. Need for improving science comprehension.	A	B	C	D	E
8. Need for improving speaking skills.	A	B	C	D	E
9. Need for improving social studies comprehension.	A	B	C	D	E
10. Other:______________________________	A	B	C	D	E

Student Needs Inventory

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
Student Organizations					
1. Need for information concerning the procedures for registration of a student organization.	A	B	C	D	E
2. Need for information regarding campus activities (e.g., calendar).	A	B	C	D	E
3. Need for meeting rooms for student organizations.	A	B	C	D	E
4. Need for support services for student organizations (e.g., audio-visual aids).	A	B	C	D	E
5. Need for a student association.	A	B	C	D	E
6. Need for a student financed newspaper.	A	B	C	D	E
7. Need for leadership training programs.	A	B	C	D	E
8. Other:______________________________	A	B	C	D	E
Cultural Entertainment					
1. Need for on-campus entertainment (e.g., plays, drama, films).	A	B	C	D	E
2. Need for lectures and speakers.	A	B	C	D	E
3. Need for concerts (specify type of music desired____________________)	A	B	C	D	E
4. Need for social events to get acquainted with peers (specify__________________)	A	B	C	D	E
5. Need for involvement in planning and implementation of cultural entertainment programs.	A	B	C	D	E
6. Other:______________________________	A	B	C	D	E

Student Needs Inventory

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
Student Athletic Programs					
1. Need for leisure time recreation and games (e.g. ping pong).	A	B	C	D	E
2. Need for varsity sports (specify ______________________)	A	B	C	D	E
3. Need for organized intramural activities (specify ______________________)	A	B	C	D	E
4. Need for an individual exercise program (e.g., weight-lifting, jogging, swimming)	A	B	C	D	E
5. Other: ______________________	A	B	C	D	E
Career Planning and Placement					
1. Need to make a decision in relation to my career goals.	A	B	C	D	E
2. Need for education planning as it relates to my career goals.	A	B	C	D	E
3. Need for information about various career opportunities available to me in relation to my academic program and past employment experience.	A	B	C	D	E
4. Need to become more aware of my interests and skills in relation to my career goals.	A	B	C	D	E
5. Need to learn effective employment search procedures.	A	B	C	D	E
6. Need to obtain employment interviews with prospective employers.	A	B	C	D	E
7. Need for "first-hand experience" in the world of work, especially in my academic field and in relation to my career goals.	A	B	C	D	E
8. Need to become more aware of professional opportunities for minority students.	A	B	C	D	E

Student Needs Inventory, Career Planning and Placement Continued

	Never or hardly at all	To some extent	About half of the time	Much of the time	To a great extent
9. Need to develop an employment placement credential file including letters of recommendation.	A	B	C	D	E
10. Need for learning how to effectively prepare a personal resume'	A	B	C	D	E
11. Need for learning effective written correspondence procedures with prospective employers.	A	B	C	D	E
12. Need for information about graduate and/or professional schools.	A	B	C	D	E
13. Need for assistance in making career change decisions.	A	B	C	D	E
14. Need for developing effective employment interviewing skills.	A	B	C	D	E
15. Other:______________________________	A	B	C	D	E

Name____
(Optional)

A special word of thanks to the University of Texas at San Antonio for the use of this Student Needs Inventory.

PROBLEM INVENTORY

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Not enough time for recreation.
2. Being ill at ease with other people.
3. Having no close friends in college.
4. Missing someone back home.
5. Nervousness

6. Finding it difficult to relax.
7. Parents sacrificing too much for me.
8. Not knowing how to study effectively.
9. Easily distracted from my work.
10. Not planning my work ahead.

11. Having a poor background for some subjects.
12. Inadequate high school training.
13. Restless at delay in starting life work.
14. Family opposing my choice of vocation.
15. Purpose in going to college not clear.

16. Doubting the value of a college degree.
17. Hard to study in living quarters.
18. No suitable place to study on campus.
19. Teachers too hard to understand.
20. Textbooks too hard to understand.

21. Going in debt for college expenses.
22. Going through school on too little money.
23. Difficulty in getting required books.
24. Graduation threatened by lack of funds.
25. Needing money for graduate training.

26. Too many financial problems.
27. Not using my leisure time well.
28. Moodiness, "having the blues."
29. Failing in so many things I try to do.
30. Too easily discouraged.

31. Having bad luck.
32. Sometimes wishing I'd never been born.
33. Afraid of losing the one I love.
34. Parents separated or divorced.
35. Parents having a hard time of it.

36. Worried about a member of my family.
37. Father or mother not living.
38. Feeling I don't really have a home.
39. Forgetting things I've learned in school.
40. Getting low grades.

Problem Inventory

41. Weak in writing
42. Weak in spelling or grammar
43. Slow in reading.
44. Unable to enter desired vocation.
45. Enrolled in the wrong curriculum.

46. Wanting to change to another college.
47. Wanting part-time experience in my field.
48. Doubting college prepares me for working.
49. College too indifferent to student needs.
50. Dull classes.

51. Too many poor teachers.
52. Teachers lacking grasp of subject matter.
53. Teachers lacking personality.
54. Needing to watch every penny I spend.
55. Family worried about finances.

56. Disliking financial dependence on others.
57. Financially unable to get married.
58. Awkward in meeting people.
59. Awkward in making a date.
60. Slow in getting acquainted with people.

61. In too few student activities.
62. Boring weekends.
63. Not spending enough time in study.
64. Having too many outside interests.
65. Trouble organizing term papers.

66. Trouble in outline or note-taking.
67. Trouble with oral reports.
68. Not having a good college adviser.
69. Not getting individual help from teachers.
70. Not enough chances to talk to teachers.

71. Teachers not considerate to students' feelings.
72. Teachers lacking interest in students.
73. Working late at night on a job.
74. Living in an inconvenient location.
75. Transportation or commuting difficulty.

76. Lacking privacy in living quarters.
77. Having no place to entertain friends.
78. Carrying heavy home responsibilities.
79. Not getting studies done on time.
80. Unable to concentrate well.

Problem Inventory

81. Unable to express myself well in words.
82. Vocabulary too limited.
83. Afraid to speak up in class discussions.
84. Wondering whether further education is worthwhile.
85. Not knowing where I belong in the world.

86. Needing to decide on an occupation.
87. Needing information about occupations.
88. Needing to know my vocational abilities.
89. Classes too large.
90. Not enough class discussion.

91. Classes run too much like high school.
92. Too much work required in some courses.
93. Teachers too theoretical.
94. Lacking self-confidence.
95. Feeling life has given me a "raw deal."

96. Disappointment in a love affair.
97. Girl friend.
98. Boy friend.
99. Breaking up a love affair.
100. Wondering if I'll ever get married.

101. Parents making too many decisions for me.
102. Wanting more freedom at home.
103. Worrying about examinations.
104. Slow with theories and abstractions.
105. Weak in logical reasoning.

106. Not smart enough in scholastic ways.
107. Fearing failure in college.
108. Deciding whether to leave college for a job.
109. Doubting I can get a job in my chosen vocation.
110. Wanting advice on next steps after college.

111. Choosing course to take next term.
112. Choosing best courses to prepare for a job.
113. Some courses poorly organized.
114. Courses too unrelated to each other.
115. Too many rules and regulations.

116. Unable to take courses I want.
117. Forced to take courses I don't like.
118. Working for all my expenses.
119. Doing more outside work than is good for me.
120. Too little chance to do what I want to do.

121. Too much social life.
122. Too easily led by other people.
123. Too many personal problems.
124. Too easily moved to tears.
125. Getting home too seldom.

Problem Inventory

126. Living at home, or too close to home.
127. Relatives interfering with family affairs.
128. Not having a well-planned college program.
129. Not really interested in books.
130. Poor memory.

131. Slow in mathematics.
132. Needing a vacation from school.
133. Afraid of unemployment after graduation.
134. Not knowing how to look for a job.
135. Not reaching the goal I've set for myself.

136. Wanting to quit college.
137. Grades unfair as measures of ability.
138. Unfair tests.
139. Campus activities poorly coordinated.
140. Campus lacking in recreational facilities.

--University of Utah

Life Goals Checklist

	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. *Affection:* to obtain and share companionship and affection.					
B. *Duty:* to dedicate to what I call duty					
C. *Expertness:* to become an authority					
D. *Independence:* to have freedom of thought and action					
E. *Leadership:* to become influential					
F. *Parenthood:* to raise a family, to have heirs					
G. *Pleasure:* to enjoy life, be happy and content					
H. *Power:* to have control of others					
I. *Prestige:* to become well known					
J. *Security:* to have a secure and stable position					
K. *Self Realization:* to optimize personal development					
L. *Service:* to contribute to the satisfaction of others					
M. *Wealth:* to earn a great deal of money					
N. *Work:* to have a career that is satisfying and rewarding					

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--University of Utah

Self-Estimates Checklist

Another way to help students with their educational/career planning is to find out how they perceive their abilities and other characteristics as compared to students of their own age. A checklist of ten abilities and other characteristics which are relevant to many educational programs and occupations is shown below. A discussion of a student's self-reported abilities, measured abilities, interests, and the requirements of a particular educational major or occupation should contribute to that student's self-career awareness.

	Below Average	Average	Above Average	Top Ten Average
A. *Artistic Ability*: Drawing, dancing, playing a musical instrument, writing, painting				
B. *Clerical Ability*: Keeping neat and accurate records, filing, typing, bookkeeping				
C. *English Ability*: Writing, understanding literature, using correct grammar				
D. *Math Ability*: Working arithmetic problems, and understanding math reasoning				
E. *Mechanical Ability*: Working with tools and mechanical objects, fixing things				
F. *Scientific Ability*: Doing laboratory experiments, understanding scientific principles				
G. *Social Self-Confidence*: At ease in a social setting, able to talk easily with people				
H. *Working with People*: Getting along with others, being agreeable				
I. *Academic Motivation*: Desire to do well in school, to learn what is taught				
J. *Work Motivation*: Desire to succeed on a job, to get a job done				

College Goal Checklist

	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. *Intellectual Growth:* Your ability to understand and use concepts and principles from several broad areas of learning					
B. *Social Growth:* Your understanding of other people and their views; your experience in relating to others.					
C. *Aesthetic and Cultural Growth:* Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.					
D. *Educational Growth:* Your understanding of a particular field of knowledge; your preparation for further education.					
E. *Vocational and Professional Growth:* Your preparation for employment in a particular vocational or professional area.					
F. *Personal Growth:* Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.					

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Example A -

Stated life goal is that of a Politician (Note discrepancies)

- **Student sees himself as better than others**
- **Has high aspiration for power, influence, earning ability, and leisure time but with little sense of social responsibility**
- **Goals for university experience are very limited in areas where technical skills and knowledge would be necessary to attain life goals.**
- **Poor balance and unrealistic perspective of investment of time and energy in real learning experience to obtain this goal.**

Adapted from forms developed at the University of Utah

Life Goals Checklist

	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. Affiliation: to obtain and share companionship and affection.		X			
B. Duty: to dedicate to what I call duty	X				
C. Expertness: to become an authority					X
D. Independence: to have freedom of thought and action					X
E. Leadership: to become influential					X
F. Parenthood: to raise a family, to have heirs		X			
G. Pleasure: to enjoy life, be happy and content					X
H. Power: to have control of others					X
I. Prestige: to become well known					X
J. Security: to have a secure and stable position			X		
K. Self-Realization: to optimize personal development			X		
L. Service: to contribute to the satisfaction of others		X			
M. Wealth: to earn a great deal of money					X
N. Work: to have a career that is satisfying and rewarding			X		

Self-Estimates Checklist

Another way to help students with their educational/career planning is to find out how they perceive their abilities and other characteristics as compared to students of their own age. A checklist of ten abilities and other characteristics which are relevant to many educational programs and occupations is shown below. A discussion of a student's self-reported abilities, measured abilities, interests, and the requirements of a particular educational major or occupation should contribute to that student's self-career awareness.

	Below Average	Average	Above Average	Top Ten Average
A. Artistic Ability: Drawing, dancing, playing a musical instrument, writing, painting	X			
B. Clerical Ability: Keeping neat and accurate records, filing, typing, bookkeeping	X			
C. English Ability: Writing, understanding literature, using correct grammar		X		
D. Math Ability: Working arithmetic problems, and understanding math reasoning.		X		
E. Mechanical Ability: Working with tools and mechanical objects, fixing things.	X			
F. Scientific Ability: Doing laboratory experiments, understanding scientific principles	X			
G. Social Self-Confidence: At ease in a social setting, able to talk easily with people				X
H. Working with People: Getting along with others, being agreeable				X
I. Academic Motivation: Desire to do well in school, to learn what is taught	X			
J. Work Motivation: Desire to succeed on a job, to get a job done		X		

College Goal Checklist

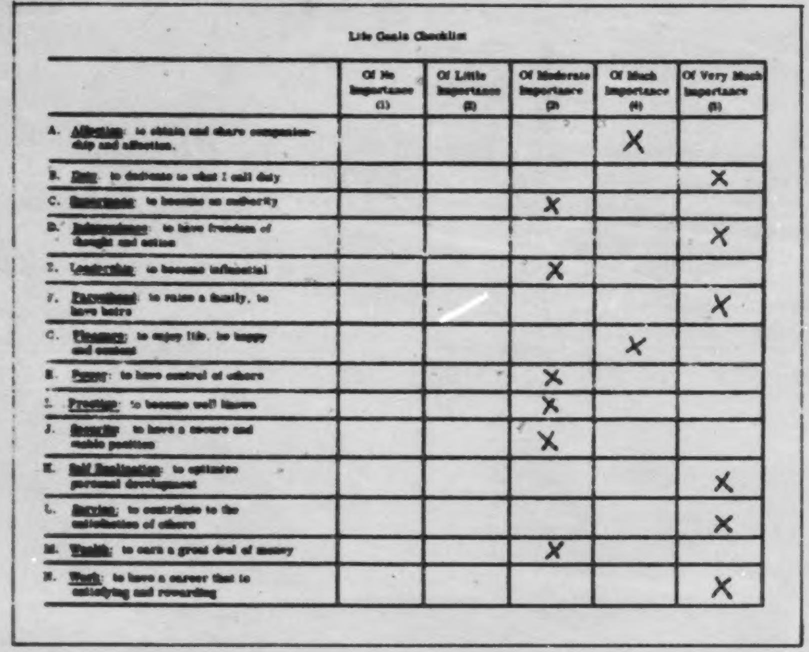
	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning		X			
B. Social Growth: Your understanding of other people and their views; your experience in relating to others.					X
C. Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.		X			
D. Educational Growth: Your understanding of a particular field of knowledge; your preparation for further education.			X		
E. Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area.				X	
F. Personal Growth: Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.		X			

Example B -

Stated life goal is that of a Social Worker (Note compatibilities)

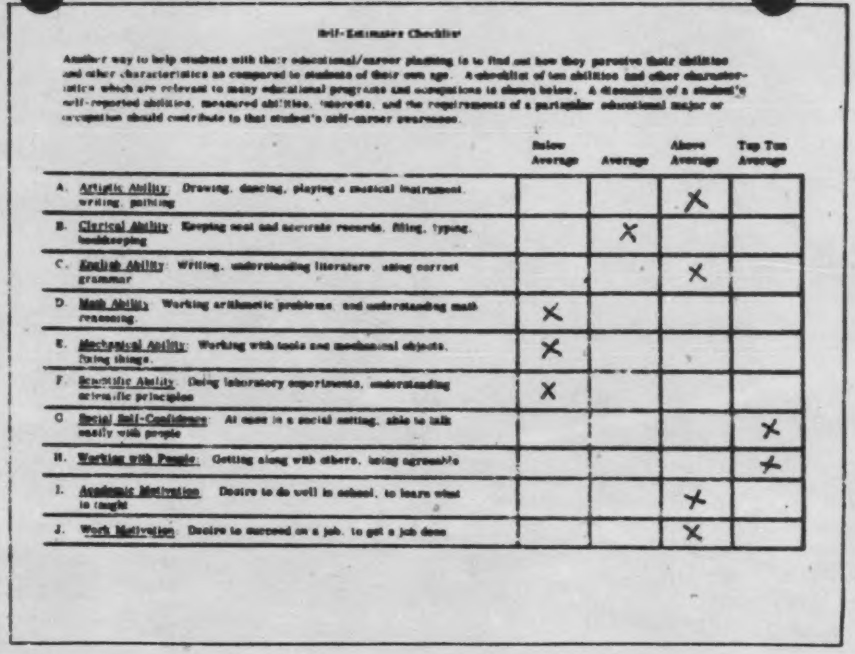
- Has strong sense of social responsibility to be able to perform a type of work that is satisfying and has some social redeeming value.
- While he needs to be independent he doesn't have hang-ups about power and prestige
- What he identifies as an artistic ability is more likely a creative drive that is fulfilled in working with people
- He is aware of the importance of gaining a thorough understanding of appropriate discipline and the necessity of personal development before one can help and understand people.

* Adapted from forms developed at the University of Utah



Life Goals Checklist

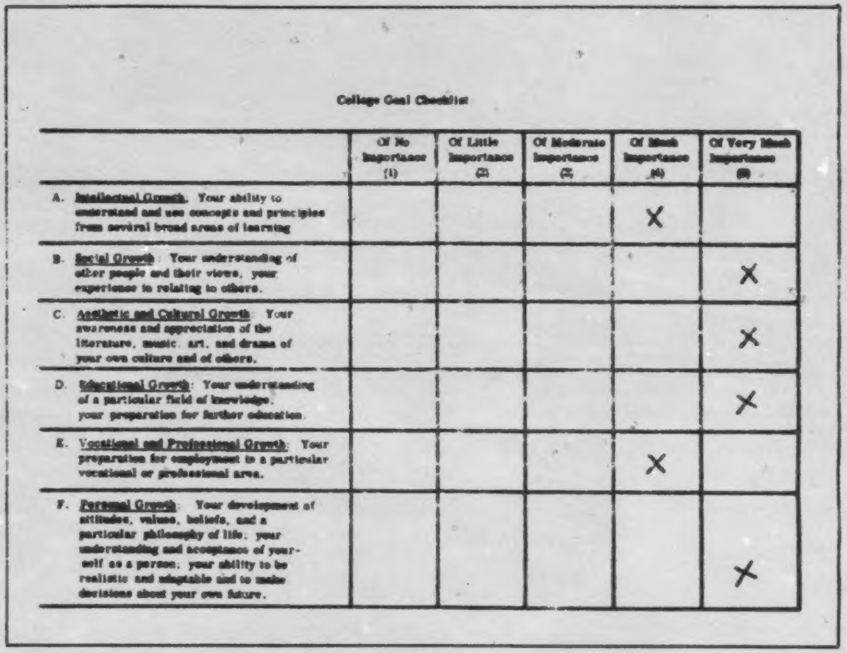
	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. Affection: to obtain and share companionship and affection.				X	
B. Duty: to dedicate to what I call duty					X
C. Expertness: to become an authority			X		
D. Independence: to have freedom of thought and action					X
E. Leadership: to become influential			X		
F. Parenthood: to raise a family, to have heirs					X
G. Pleasure: to enjoy life, be happy and content				X	
H. Power: to have control of others			X		
I. Prestige: to become well known			X		
J. Security: to have a secure and stable position			X		
K. Self Realization: to optimize personal development					X
L. Service: to contribute to the satisfaction of others					X
M. Wealth: to earn a great deal of money			X		
N. Work: to have a career that is satisfying and rewarding					X



Self-Estimates Checklist

Another way to help students with their educational/career planning is to find out how they perceive their abilities and other characteristics as compared to students of their own age. A checklist of ten abilities and other characteristics which are relevant to many educational programs and occupations is shown below. A discussion of a student's self-reported abilities, measured abilities, interests, and the requirements of a particular educational major or occupation should contribute to that student's self-career awareness.

	Below Average	Average	Above Average	Top Ten Average
A. Artistic Ability: Drawing, dancing, playing a musical instrument, writing, painting			X	
B. Clerical Ability: Keeping neat and accurate records, filing, typing, bookkeeping		X		
C. English Ability: Writing, understanding literature, using correct grammar			X	
D. Math Ability: Working arithmetic problems, and understanding math reasoning.	X			
E. Mechanical Ability: Working with tools and mechanical objects, fixing things.	X			
F. Scientific Ability: Doing laboratory experiments, understanding scientific principles	X			
G. Social Self-Confidence: At ease in a social setting, able to talk easily with people				X
H. Working with People: Getting along with others, being agreeable				X
I. Academic Motivation: Desire to do well in school, to learn what is taught			X	
J. Work Motivation: Desire to succeed on a job, to get a job done			X	



College Goal Checklist

	Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
A. Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning				X	
B. Social Growth: Your understanding of other people and their views, your experience in relating to others.					X
C. Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.					X
D. Educational Growth: Your understanding of a particular field of knowledge, your preparation for further education.					X
E. Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area.				X	
F. Personal Growth: Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.					X

- San Jose State University

STUDENT SELF PROFILE

(Developed by Janet Kraue - University of Nebraska-Lincoln Counseling Center)

The "Self Profile" (S.P.) can assist a student in focusing on personal development as well as academic development. The S.P. instrument can be revised to reflect the needs of the student and can be used by the advisee to assess present progress and to set goals.

There are various ways in which the S.P. can be used:

1. By the advisee only--purely a private matter.
2. By the advisee privately filling out the S.P. and then discussing it with his/her advisor
3. By advisor and advisee, each filling out a separate S.P. on the advisee, and then discussing their responses.
4. By advisee using a circle to measure present progress and a triangle to measure semester or year's goals. Advisor and advisee can discuss ways advisee might achieve the goals.

The S.P. is quite flexible as concerns form and process. It should be considered the property of the advisee, rather than a part of the advisee's permanent file. Desired items not listed on the S.P. can easily be added.

STUDENT SELF PROFILE

SET UP THREE SCALES for self/futuristic assessment: 1) where I'm at Now; 2) where I plan to be in one year; and 3) where I plan to be upon graduating.

Unsatisfactory Satisfactory

Interpersonal Skills

1. self-confidence / / / / / /
2. leadership skills / / / / / /
3. decision-making skills / / / / / /
4. listening skills
5. getting my meaning across when I speak / / / / / /
6. ability to give positive reinforcement to others / / / / / /
7. ability to receive positive reinforcement / / / / / /
8. ability to give constructive criticism / / / / / /
9. ability to receive constructive criticism / / / / / /
10. ability to initiate relationships / / / / / /
11. awareness of nonverbal communication / / / / / /
12. relationships with same sex / / / / / /
13. relationships with opposite sex / / / / / /

Personal/Physical Well-being

14. physical health / / / / / /
15. emotional health / / / / / /
16. physical appearance / / / / / /
17. spiritual development / / / / / /

Study Skills

18. note-taking skills / / / / / /
19. reading comprehension / / / / / /
20. reading speed / / / / / /
21. research skills (use of library, ability to locate specific materials, ability to organize findings in written fashion) / / / / / /
22. writing skills / / / / / /
23. test-taking skills / / / / / /

Coping Skills

24. ability to handle emotional conflict / / / / / /
25. ability to handle physical conflict / / / / / /
26. self-assertion / / / / / /
27. adaptiveness / / / / / /
28. ability to confront another person / / / / / /
29. ability to initiate activities based on my interest / / / / / /
30. ability to self-disclose to other people (openness regarding my feelings, beliefs, opinions, experiences) / / / / / /
31. adventure--willingness to enter the unknown / / / / / /
32. ability to follow instructions, when appropriate / / / / / /
33. originality (ability to express myself imaginatively rather than following someone else's lead) / / / / / /
34. use of leisure time (hobbies, entertainment, etc.) / / / / / /
35. involvement in organized activities (student organizations, volunteer work, etc.) / / / / / /

Career Action

36. exploration of careers (volunteer work, part-time jobs, literature, counselors, vocational tests, travel talking with peers/relatives/ faculty/business community) / / / / / /

37. ability to decide upon a major in college / / / / / /

38. job hunting: knowing where to look and how / / / / / /

39. knowledge of community resources / / / / / /

40. use of community resources / / / / / /

41. awareness of my values regarding marriage, education, grades, etc. / / / / / /

THE LOW-ACHIEVING ADVISEE: A SELF-INQUIRY ROUTINE FOR ADVISORS

W.C. Williams

1. Is underachievement a problem with this advisee? Is he underachieving in all areas?

2. What capabilities can I infer from his or her folder?

3. Has this advisee any physically limiting impediments?

4. Is remedial help available that is free from stigma?

5. Do I really know this advisee's interests? Can I utilize this information for more effective advising?

6. Does this advisee have academic successes? Can I account for his or her success in some areas, and his or her lack of success in others?

7. Have I begun to sow seeds of dissatisfaction with complacency?

8. Do I talk with an advisee or to him or her?

9. Would my assistance in planning a time schedule with the advisee be welcome?

10. Have I had contact with the parents of this advisee? Do they provide support for his or her efforts?

11. Is this advisee attending class regularly?

12. Does this advisee know how to take notes? Does he or she use the library?

13. Am I a potent reinforcer? Do my advisees perceive of me as a resource?

14. Does this advisee's out-of-class life style support his or her educational efforts?

15. Does this advisee have solid peer contacts? Is his or her tour at college a solo performance?

16. Would some other faculty member be more effective as an advisor to this student?

A SAMPLE STUDY SKILLS SURVEY

Name ______________________________

The Career Services Staff is interested in expanding study skill assistance available to students. We are concerned about your needs in this area. Prior to expanding the study skills program, we are sampling some freshman students for information on how we can best be of assistance to you. Your answers to the following questions will help us become aware of your needs:

1.

Skill	Very concerned	Mildly Concerned	Self-Confident
Managing Time			
Reading Required Material			
Efficient Note-taking			
Preparing for Tests			
Taking Tests			
Concentration			
Knowing Where to Find Assistance if necessary			

2. Which of the following services would you find most useful? (check one)

______A one-hour overview of study skills during freshman and new student orientation

______A 1-2 hour workshop on study skills during the first week of fall quarter.

______A one credit class on "how to survive in college"

______Small group meetings twice a week for 3-4 weeks early in the quarter

______Individual asssitance at your initiative at the Career Services Office

______Other ____

____

____

3. How would you rate your study skills?

______Excellent

______Adequate

______Need Improvement

4. Where would it be most convenient for you to meet for a study skills session?

______Dorm

______Classroom

______Student Union

______Career Services Office

______Other ____

5. When?

______A.M.

______Afternoon

______Evening

- University of Denver

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SAMPLE PLANNING GUIDE FOR ADVISORS

Name: ____________________

PLANNING GUIDE

Office of Advising Services
California State University, Fresno
SR2-36, (209) 487-2924

Adviser/Office/Phone: ____________________

Catalog Year: ____________________

Major(s): ____________________

Minor(s): ____________________

Credential: ____________________

Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Engl 1 (GE)	GE Area I	GE Area IV	GE				
Hist 11/12	Pol Sci 2	GE Area I-V	GE				
GE Area I	GE Area II	GE Area I-V					
GE Area II	GE Area III	GE Area I-IV					
GE Area III	GE Area IV						

5.368

Units ______	Units ______	Units ______	Units ______	Units ______	Units ______	Units ______	Units ______
	Cum Total ______	Cum Total ______	Cum Total ______	Cum Total ______	Cum Total ______	Cum Total ______	Cum Total ______

General Education Summary – minimum of 2 courses and 6 units in Areas 1-4 (Areas 1-4 must equal 32 units)

1. Natural Sciences:

____________________ (______)
____________________ (______)
____________________ (______)

Subtotal ______

2. Social Sciences:

____________________ (______)
____________________ (______)
____________________ (______)

Subtotal ______

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3. Humanities:

____________________ (______)
____________________ (______)
____________________ (______)

Subtotal ______

4. Basic Subjects:

____________________ (______)
____________________ (______)
____________________ (______)

Subtotal ______

5. Electives:

University Requirement: English 1 (______)
____________________ (______)
____________________ (______)
____________________ (______)

Subtotal ______ (______)

Grand Total ______
(minimum 40 units)

6. State Requirements:

History 11 or 12 ______
(or certain upper division courses - consult catalog)

Political Science 2 or 101 ______

1026

WHAT GOES INTO B.A./B.S. DEGREE PROGRAMS:

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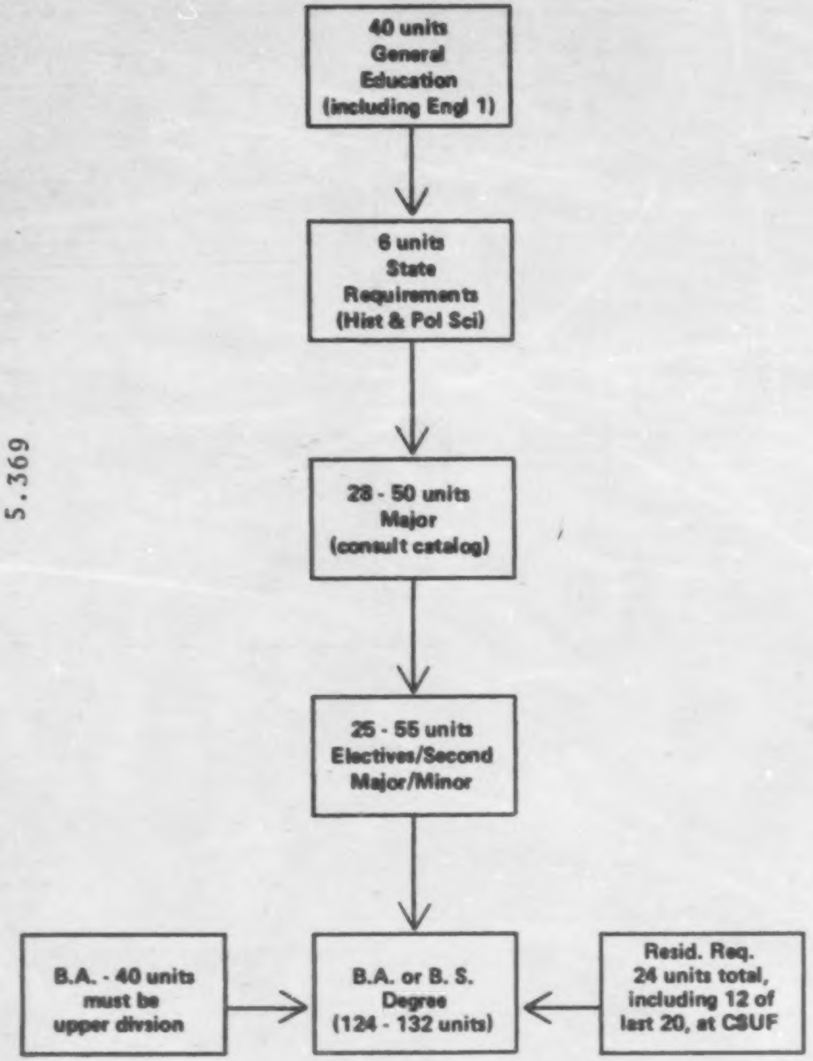
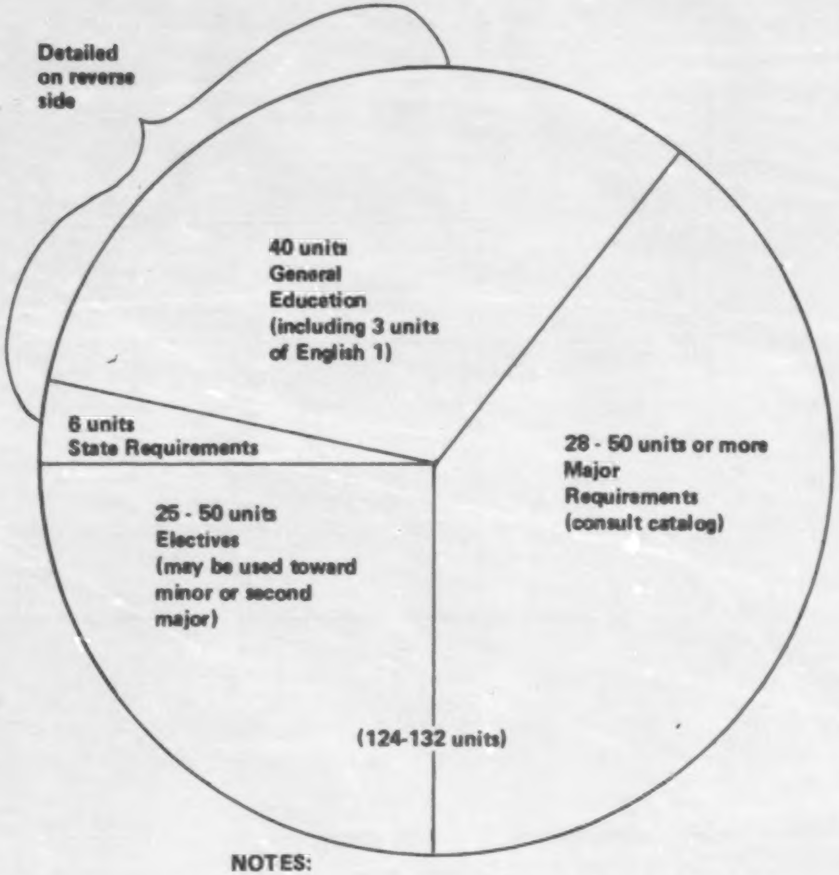

40 units General Education (including Engl 1)
6 units State Requirements (Hist & Pol Sci)
28 - 50 units Major (consult catalog)
25 - 55 units Electives/Second Major/Minor
B.A. - 40 units must be upper divsion
B.A. or B. S. Degree (124 - 132 units)
Resid. Req. 24 units total, including 12 of last 20, at CSUF



NOTES:

1. Minimum units to graduate = 124 units
   12 units x 10 semesters = 120 units
   14 units x 9 semesters = 126 units
   16 units x 8 semesters = 128 units
   18 units x 7 semesters = 126 units
   20 units x 6 semesters = 120 units

2. For further assistance, contact your faculty adviser or the Office of Advising Services, San Ramon 2, Room 36, (209) 487-2924.

CONFIDENTIALITY & STUDENT PRIVACY IN THE ADVISING PROCESS

CONFIDENTIALITY AND STUDENT PRIVACY IN THE ADVISING PROCESS

No information concerning a student, however insignificant it seems, should be given to any anyone other than appropriate members of the college staff or faculty. Certainly information given by the student in confidence should be kept in confidence unless the student agrees that some other person should have some knowledge of the situation. All grades, records, and reports are to be handled as confidential information to protect the interests and right to privacy of the student.

Employers, government investigators, etc., should be informed that the records kept by academic advisors would not be relevant to their purposes. These people should be referred to the Registrar.

Information concerning a student should generally not be given on the telephone since it is not possible to identify the caller positively. Students will receive any information they need by mail from the appropriate office. Grades particularly should not be transmitted over the phone. Parents, depending, of course, on the nature of the call, may be invited to campus to discuss the problem of the student. If it seems that some real problem is involved, a personal interview would be best, assuming first that the parent had asked the student about it and still felt the problem unresolved.

Discussion between staff members concerning individual students is both appropriate and beneficial. This should never be done within hearing of other students, however.

Discretion, concern for the student's interest, and good judgment will dictate the circumstances of the sharing of information in all instances

- Gustavus Adolphus College

THE PRIVACY ACT

--(also known as the Buckley Act; the full title is "The Family Educational Rights and Privacy Act of 1974"). Copies of Ohio Wesleyan's procedures for implementing this were in every faculty member's box at the start of the fall term and attention to them will assure Ohio Wesleyan's mandatory compliance with the law's requirements. Some of its provisions are of particular importance to academic advisors; these include:

The right of a student to see records maintained about him/her with exceptions being those on p.6 of the Procedures for Implementation. If you keep records of conversations/contacts with advisees and these are never shared with other Ohio Wesleyan staff members except when temporarily substituting for you as an advisor, then the advisee has no legal access to your notes. However, these jottings should be destroyed before transferring the student's records to another advisor or returning the records to the Student Development Office after a student's departure from campus. If the notes are not destroyed, they must be shared with the student on request.

A student has the right to waive his access to recommendations written after 1/1/75 (all prior recommendations remain confidential) but (s)he cannot be required to do so. In other words, if you are willing to write a recommendation in the first place, you need to recognize that the student has the right to see what you write. If the student feels, however, that the recipient will attach greater weight to a confidential recommendation, (s)he should be asked to give you a written waiver. Its wording should be identical to that on pp.13, 14, or 15 (Exhibits C,D or E) of the Procedure, depending on the purpose for which the recommendation is requested. The waiver should indicate whether it covers a specific request only ("for admission to graduate school at Georgetown") or whether it covers all recommendations for a given puppose ("for graduate school admission"). When a student elects to waive rights of access, you should keep a copy of the waiver with your carbon of the recommendation and send a copy with your original statement. A supply of these waivers is available from the Student Development Office.

Any rights given to the students pertain also to the parents unless the student files a declaration of independence with the Registrar (see Exhibit A).

You are free to discuss your records with University staff members listed on p.8 of the "Procedures" without the student's specific permission. University records in other offices may also be shared with you since you would be regarded as having a "legitimate educational interest" in the student. To go beyond this, however, requires use of the Exhibit H release form which should be obtained in writing and in advance of answering any inquiries not covered on p.8, item 1. In some cases, a release form signed by the (former) student will be presented to you by the outside agency, and should be carefully scrutinized as well as retained for your files. In most cases, however, such release forms may be regarded as valid and accepted in good faith.

When you respond (with the student's permission) to an "outside inquiry." be sure to keep a record of the date, the inquirer, the agency represented, and the purpose of the inquiry.

-Ohio Wesleyan University

PRIVACY RIGHTS OF STUDENTS AND PARENTS

The Family Education Rights and Privacy Act provides that qualified individuals and agencies shall have the right to inspect and review certain student educational records. Individuals and agencies so qualified are:

1. Presently or formerly enrolled students of the College (who may see their own records):
2. Parents of presently or formerly enrolled students of the van den Berg Learning Center;
3. School and governmental officials and agencies specifically described in Section 438 of the Act.

The following records are maintained by the College, and may be reviewed by making written request at the designated office. The law requires that access must be provided not more than 45 days after receipt of the request:

1. Records relating to student payments, receipts, N.D.S.L. loans, applications for refunds, dormitory damage assesments--Bursar's Office, AB 208.
2. Student teaching records, including personal information and evaluation reports (other than confidential evaluation reports received prior to January 1, 1975)--Student Teaching Office, OMB 107
3. Records and recommendations relating to overseas academic programs (other than letters of recommendation received prior to January 1, 1975)--Office of International Programs, AB 503
4. Academic and health records for students of the van den Berg Learning Center --Principal's Office, VLC.

5. Records relating to on-campus accidents--Office of Safety and Space Management, AB 502.
6. Student housing records, including current addresses, records of dormitory disciplinary actions, requests for single rooms and accomodations for other special housing needs, dormitory damage assessments, resident assistant employment information--Student Housing Office, AB 705.
7. Records relating to Continuing Education (other than letters of recommendation received prior to January 1, 9175)--Center for Continuing Education, Grimm House.
8. Undergraduate Admissions and Re-Admissions Files (other than letters of recommendation received prior to January 1, 1975)--Vice President for Student Affairs' Office, AB 702.
9. Special Admissions--Records relating to Educational Opportunity Program students admitted under the Special Admissions Process including Admissions applications files (other than letters of recommendation received prior to January 1, 1975), academic records including letters of academic probation and dismissal. Office of Special Admissions, AB 404A.
10. Academic Advising--Advising records (high school transcripts, applicant profile, advisor's copy of semester grade reports)--SUB 203. Advising folders compiled only for students enrolling Fall 1975 or after. Information is on file with the pre-major advisor, or, in the case of declared majors, the major advisor.
11. Graduate admissions applications, related correspondence and transcripts of baccalaureate work for matriculated and non-matriculated students--Graduate Office, AB 512

and 513. GRE or MAT scores, where required, and letters of reference for matriculated students are on file in respective departmental offices. Files for matriculated students in Elementary Education and Special Education are in the Old Main Building, Rm. 110. Duplicate transcripts of baccalaureate work are on file in respective departmental offices.

12. Records relating to career planning and placement--Office of Career Planning and Placement, AB 603.
13. Transfer student credit evaluations--Office of Academic Advising, AB 35.
14. Records relating to registration, course programs, grades, dates of attendance, and degrees earned--Office of Records, AB 19.
15. Records relating to student financial aid (other than parents' confidential statements and income tax returns) --Office of Financial Aid, AB 604.
16. Records relating to disciplinary action, legal action, or complaints about students--Office of the Vice President for Student Affairs, AB 701.
17. Student employment records--Business Office, AB 301.
18. Records relating to applications to medical and dental schools (other than letters of recommendation received prior to January 1, 1975)--Pre-Medical and Pre-Dental Advisory Committee, Dr. Helen Osburg, Chairperson, CSB 117D.

The following records maintained by the College are specifically excluded from the Family Education Rights and Privacy Act and will not be available for inspection.

1. Personal notes made by instructional, supervisory, or administrative personnel, in the sole possession of the maker and not available to anyone else except a substitute.
2. Security records.
3. Records maintained by the Health and Counseling Centers or by other College counselors. These records will be made available to an appropriate professional of the student's (or parent's) choice.
4. Confidential letters of recommendation, reference, or evaluation received prior to January 1, 1975.
5. Other letters of recommendation, reference, or evaluation if the right of access has been waived (see below).
6. Parents' confidential statements and parents' income tax returns.

Each of the offices mentioned in paragraph 2 will maintain a record of individuals or agencies who have requested and/or obtained access to the student records for which it is responsible, which record will be available for inspection on the same basis as the basic records.

Access to the records listed in paragraph 2 may be obtained by submitting a written request to the office indicated. Forms for this purpose are available in these offices but are not required. Arrangements will be made within 45 days of the request for the inspection of such records in the office in which they are maintained.

Requests by the student (or parent) for permanent removal of any document or record from the file, or for permission to file a response to such document or record, shall be made to the officer maintaining the record. If the request is denied, a hearing may be obtained in the following manner:

1. If the officer maintaining the record ia a Vice President, the hearing will be conducted by the President (or designee).
2. If the officer maintaining the record is not a Vice President, the hearing will be conducted by the Vice President (or designee) responsible for supervision of the office in which the record is maintained. In such case, the President (or designee) may entertain appeals.

The hearing will be held within a reasonable time after request for hearing is made, and a written decision will be issued within ten working days of completion of the hearing.

Each student (or parent) may waive his/her right of access to confidential recommendations used solely in connection with applications for admission to this or any other college or university, applications for employment, or receipt of an honor. The names of persons making such recommendations will be provided upon request. The executed waiver will be sent to the individual providing the recommendation, and will place the recommendation in the category of documents not available for inspection and review.

Copies of transcripts of academic grades will be provided in accordance with the provisions in the current Schedule of Classes. Copies of other records may be obtained from the appropriate officer upon the payment to the Bursar of $1.00 for the first page and $.10 for each additional page.

It is the general policy of the College to obtain a student's consent before releasing any information. However, in the case of normal public relations such as a specific public event (theatrical production, concert, athletic event, graduation, awarding of scholarships) information regarding a student's participation in that event, the student's class and major field of study, and the height and weight of members of athletic teams, may be released without consent. Any student who does not wish to have this information released must so notify the College Relations Officer, in writing, not later that the second week of classes.

- SUNY New Paltz

CONFIDENTIALITY OF STUDENT RECORDS

TELEPHONE INQUIRIES ABOUT STUDENTS

Only the following information may be released by telephone:

1. Whether or not the student is currently enrolled.
2. Class status.
3. Dates of attendance.
4. Degree received and honors, if any.

The following information WILL NOT be released by telephone:

1. The student's home address or telephone number. If there is a claim of emergency, take the message and relay to the Dean of Students Office.
2. Grades, test scores, or terms of dismissal.
3. Date or place of birth. These may be confirmed or denied BUT NOT CORRECTED.
4. Health status, attendance record, academic record, and disciplinary actions.

WRITTEN OR IN-PERSON INQUIRIES

General:

Unless a student has given written permission, only that information which can be given over the telephone will be given to a written or in-person inquiry.

Student:

Certain information must be regarded as confidential, and this information should be released only to responsible and properly identified persons and agencies having a legitimate interest in the material, and demonstrating a need to know. The need to know rarely extends to all information concerning a student; only information pertinent to the inquiry should be given.

Private agencies, insurance companies, credit investigators, employers, or prospective employers, and the like DO NOT QUALIFY AS AGENCIES THAT NEED TO KNOW and therefore, will be given only information which can be given over the telephone.

STUDENT PERMANENT RECORD

A student has the right to inspect his permanent academic record (from which transcripts are made) and is entitled to an exploration of any information recorded in it.

Documents submitted by or for the student in support of his application for admission or for transfer credit will NOT be returned to the student, nor sent elsewhere at his request, nor will copies be made and sent.

A transcript will be sent only upon written request or permission (written) of the student.

Faculty members and staff who have a legitimate interest in the student's material in his Permanent Record, and who demonstrate a need to know, will be permitted to examine this material in the Records Office. The folder containing the Permanent Record or any of its contents will not be sent outside the Records Office except under highly unusual circumstances specifically authorized by the Dean of Admissions and Records.

The duplicate material in a student's folder used by the academic advisor and division personnel must be handled and regarded in the strictest adherence to the school policy of confidentiality.

-Lincoln Land Community College

EVALUATING
ACADEMIC ADVISING

THE ADVISOR PERCEPTION INVENTORY*

INSTRUCTIONS: Please give your impressions of your advisor by responding to the statements below by circling the appropriate letters at the right.

		Not Applicable	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	My advisor has been readily available for consultation.	NA	SA	A	U	D	SD
2.	My advisor has been actively helpful and has been genuinely concerned about my welfare.	NA	SA	A	U	D	SD
3.	My advisor has served as a resource person for me.	NA	SA	A	U	D	SD
4.	The spirit and practice of continuous self-evaluation has grown through my advisor.	NA	SA	A	U	D	SD
5.	My advisor listens to problems that I encounter.	NA	SA	A	U	D	SD
6.	My advisor knows when I do not follow his/her conversation.	NA	SA	A	U	D	SD
7.	Major points of my meetings have been summarized by my advisor.	NA	SA	A	U	D	SD
8.	My advisor has helped me with personal problems.	NA	SA	A	U	D	SD
9.	My advisor has taken an interest in me that extends beyond our meetings.	NA	SA	A	U	D	SD
10.	My advisor and I spend most of our time discussing academic problems.	NA	SA	A	U	D	SD
11.	I believe my advisor has helped make the transition from high school to college easier.	NA	SA	A	U	D	SD
12.	I believe my advisor anticipates needs that I have.	NA	SA	A	U	D	SD
13.	I would willingly share problems that I encounter with my advisor.	NA	SA	A	U	D	SD

	Not Applicable	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. My advisor has introduced me to various service organizations on campus.	NA	SA	A	U	D	SD
15. I enjoy meetings with my advisor.	NA	SA	A	U	D	SD
16. My advisor has been well-prepared for each meeting.	NA	SA	A	U	D	SD

*Drake University

OWU ADVISOR EVALUATION
FOR OPTIONAL USE BY FACULTY AND ADMINISTRATIVE ADVISORS

Faculty and administrative academic advisors to students serve on a voluntary basis and are always interested in improving their effectiveness. A form to assist them is available if they wish to use it, and the fact that the attached evaluation is now in your hands testifies that it is being sent to you by your advisor in order to help him do a better job.

The form is totally anonymous; an envelope is enclosed to return it directly to your advisor, and it will not be seen by anyone else unless he chooses to share it. Completing the check list will take you less than five minutes but will be of significant assistance to your advisor.

We hope you will help him help you, and others by completing and returning the form promptly.

Please check the line which represents your personal experience (not the experience of others) with your advisor:

YES NO UNSURE

___ ___ ___1. Understands and can explain the distribution requirements.

___ ___ ___2. Is approachable, easy to talk with.

___ ___ ___3. Readily available--keeps office hours as posted and is willing to make appointments at other times.

___ ___ ___4. Knowledge about classes offered and prerequisites required.

___ ___ ___5. Respects the feelings and opinions of students.

___ ___ ___6. Knows what it is like to be an undergraduate.

YES NO UNSURE

___ ___ ___7. Has a sense of humor.

___ ___ ___8. Is interested in his advisees as persons.

9. Knows the procedures by which to accomplish such "Special" things as:

___ ___ ___ A. Adding or dropping a course.

___ ___ ___ B. Petitioning.

___ ___ ___ C. Getting an incomplete grade.

___ ___ ___ D. Taking proficiency exams.

___ ___ ___ E. Auditing a course.

___ ___ __10. Knowledgeable about other University resources (financial aid, counseling, fraternities and sorrorities, activities, etc.).

___ ___ __11. Does not pry into personal lives.

12. Knows university regulations on such matters as:

___ ___ ___ A. Probation, dismissal.

___ ___ ___ B. Withdrawal.

___ ___ ___ C. Removing an incomplete grade.

___ ___ ___ D. Transferring credits.

___ ___ ___ E. Auditing a course.

___ ___ __13. Is flexible--seeks and actively explores alternative solutions to student problems.

14. Helpful in such matters of academic concern as:

___ ___ ___ A. Poor grades.

___ ___ ___ B. Study habits.

___ ___ ___ C. Performance on examinations.

___ ___ ___ D. Choice of major field.

___ ___ ___ E. Career.

___ ___ ___ F. Graduate school.

___ ___ ___ G. Study on affiliated programs (abroad, etc.).

___ ___ ___ H. Desire to drop a course.

___ ___ ___ I. Interest in transferring or dropping out of school.

YES NO UNSURE

15. Has good common sense and offers practical suggestions on topics of non-academic concerns:

___ ___ ___ A. Housing.

___ ___ ___ B. Roommates.

___ ___ ___ C. Employment.

___ ___ ___ D. Family.

___ ___ ___ E. Homesickness.

___ ___ ___ F. Marriage.

___ ___ ___ G. Career.

___ ___ ___16. Is helpful and available during the period of pre-registration.

___ ___ ___17. Does not hold grudges.

___ ___ ___18. Commands respect.

___ ___ ___19. Has considerable patience.

___ ___ ___20. Has a strong sense of responsibility.

Comments:

ACADEMIC ADVISEMENT QUESTIONNAIRE

Advisor:______________________________ Academic Major:__________________

Career Choice:____________________ Terms Enrolled at UNF 1 2 3 4 5 6 6+

Class: 3 4 Sex: M F

Times you have consulted your advisor this term: 0 1-4 5-9 10+

INSTRUCTIONS: Please give your impressions of your advisor by responding to the statements below by circling the appropriate letters at the right.

MY ADVISOR:	Not applicable	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1. Listens to me	NA	SA	A	U	D	SD
2. Respects me as a person of worth	NA	SA	A	U	D	SD
3. Makes all reasonable efforts to help me	NA	SA	A	U	D	SD
4. Helps me develop my educational goals	NA	SA	A	U	D	SD
5. Provides important information concerning my career	NA	SA	A	U	D	SD
6. Refers me to persons who can help me with my problems	NA	SA	A	U	D	SD
7. Includes my desires in my degree program	NA	SA	A	U	D	SD
8. Helps me define and explore my life goals	NA	SA	A	U	D	SD
9. Helps me choose my courses	NA	SA	A	U	D	SD
10. Helps me plan a convenient class schedule	NA	SA	A	U	D	SD
11. Helps me solve my academic problems	NA	SA	A	U	D	SD
12. Permits me to make my own decisions	NA	SA	A	U	D	SD
13. Has time to help me when I need him	NA	SA	A	U	D	SD
14. Is open to discuss any problem I might have	NA	SA	A	U	D	SD

15. Helps me understand college regulations NA SA A U D SD

16. Cares about my future career success NA SA A U D SD
17. Explains employment opportunities in my field NA SA A U D SD
18. Has assisted me with personal problems NA SA A U D SD
19. Helps me feel at ease NA SA A U D SD
20. Explains graduation requirements in my college NA SA A U D SD

21. Is informed about my past school record NA SA A U D SD
22. Encourages me in my college work NA SA A U D SD
23. Is very patient with me NA SA A U D SD
24. Provides accurate up-to-date information NA SA A U D SD
25. Is one I could recommend to another student NA SA A U D SD

A. What do you see as the major strengths of the Academic and Career Advisement Program?

B. What do you see as the major weaknesses of the Academic and Career Advisement Program? Please make suggestions for improvement.

- University of North Florida

UNIVERSITY OF NEBRASKA AT OMAHA
OMAHA, NEBRASKA

THIS SURVEY IS BEING CONDUCTED TO SEE HOW STUDENTS FEEL ABOUT THE ADVISING PROCESS ON THIS CAMPUS. YOUR RESPONSE IS NECESSARY! PLEASE ANSWER THE QUESTIONS WHICH FOLLOW AND RETURN THE COMPLETED QUESTIONNAIRE. THANKS FOR YOUR HELP.

DIRECTIONS: ENTER THE NUMBER OF THE MOST APPROPRIATE RESPONSE IN THE BOX PROVIDED WITH EACH QUESTION.

A. Your student number:

☐☐☐ ☐☐ ☐☐☐☐

B. Do you know who has been assigned as your academic advisor?

☐
1. yes
2. no

C. Have you met with an academic advisor during the past two semesters or during the summer?

☐
1. yes
2. no

CONTINUE WITH THE REMAINING ITEMS ONLY IF YOUR ANSWER TO THE ABOVE QUESTION WAS "YES." IF YOUR ANSWER WAS "NO," PLEASE INDICATE WHY YOU DID NOT SEE AN ADVISOR. (Write on reverse side.)

D. My main reason for seeing an advisor during the past two semesters has been:

☐
1. required signature
2. course selection and advice
3. personal problem
4. career advisement
5. discuss changing my major

E. When I go to see my advisor, I find that he/she is:

☐
1. always available
2. usually available
3. seldom available
4. available by appointment
5. not available at a convenient time

F. In our meetings together, my advisor appears to be:

☐
1. warm, patient, and helpful to me as an individual
2. helpful with my academic concerns, but not with my personal problems
3. somewhat formal and cold
4. anxious to get the whole thing over with

G. I feel that my advisor's knowledge of regulations and requirements in my MAJOR PROGRAM should be rated as:

☐
1. very good
2. good
3. average
4. poor
5. very poor

H. I feel that my advisor's knowledge of general UNIVERSITY REGULATIONS should be rated as:

☐
1. very good
2. good
3. average
4. poor
5. very poor

I. The effort that my advisor shows in trying to know me as an individual should be rated as

☐
1. very good
2. good
3. average
4. poor
5. very poor

J. My advisor's assistance in helping me plan my program for future semesters has been:

☐
1. very good
2. good
3. average
4. poor
5. very poor

K. After seeing my advisor, I feel that the time with him/her is:

☐
1. extremely beneficial for me
2. beneficial for me
3. hardly worth the effort
4. not beneficial
5. wasted

L. All things considered, I feel that I would give my advisor a grade of:

☐
1. A
2. B
3. C
4. D
5. F

M. I find the material distributed in my major department to describe its programs and requirements:

☐
1. informative and useful
2. no material available
3. often misleading
4. no opinion

N. Are you aware of the UNO Graduation Contract?

☐
1. Yes
2. No

O. All things considered, I feel that I would give my major program's advising efforts a rating of:

☐
1. very good
2. good
3. average
4. poor
5. very poor

P. My advisor refers me to appropriate other sources of information and assistance:

☐
1. always
2. most of the time
3. some of the time
4. never
5. no need to refer

Q. In my opinion, this survey is:

☐
1. very good
2. good
3. average
4. poor
5. very poor

THE BACK OF THIS FORM IS AVAILABLE FOR YOUR COMMENTS AND RECOMMENDATIONS.

STATE UNIVERSITY OF IOWA

Your major is ____

Your present academic advisor's name is ________________________

Your age______ Your sex_______M ______F

1. Are you at present or have you in the past been enrolled for Honors work in the College of Liberal Arts?______Yes______No

2. Have you done all of your undergraduate work (with the exception of summer school) at the State Univeristy of Iowa?

   ______Yes _____No

   IF NO, check the academic standing you received upon entering the State University of Iowa.

   ______freshman standing

   ______sophomore standing

   ______junior standing

   ______senior standing

3. How many academic advisors have you had assigned to you while attending the State University of Iowa?_________

   IF YOU HAVE HAD MORE THAN ONE academic advisor at SUI respond to the following:

   INSTRUCTIONS: Read all of the statements under the heading "Reasons for advisor change" and place in the space provided at the right of the appropriate statement a check representing the advisor (in chronological order) this change applied to. It may be that you will have several checks by any one statement.

REASON(S) FOR ADVISOR CHANGE	ADVISOR# 1 2 3 4 5
My advisor left the University and I was assigned to someone else	_ _ _ _ _

ADVISOR# 1 2 3 4 5

I requested a different advisor within the same department _ _ _ _ _

I was assigned to the Liberal Arts Advisor Office and when I declared a major, I was assigned an advisor within my newly chosen department _ _ _ _ _

Other; reason not listed above__________ _ _ _ _ _

4. ANSWER ONLY IF YOU HAVE HAD MORE THAN ONE ADVISOR
In general, what effect do you feel changing advisors has had on you?
______adverse effect
______has not made any difference, good or bad
______has been very beneficial

5. What has been the longest duration you have gone without consulting the academic advisor which has been assigned to you?
Semesters: __1 __2 __3 __4 __5 __6 __7 __8 __9 __10
If you did not (as indicated above) consult with your advisor for more than two semesters, check the appropriate reason below.
______My advisor was never around when I needed him.
______I found that I could get better help in planning my schedule, etc, from my friends.
______After my advisor gave me "bad advice" a time or two, I felt I could do as well or better on my own.
______I became discouraged by my advisor's lack of interest and impersonal treatment and have never returned to see him(her)

IMPORTANT: This section pertains only to the advisor whose name you listed on page one.

6. For how many semesters have you been assigned to your present advisor?________semesters
7. How many times have you met with your advisor for counseling this semester?______times
8. Approximately how many times did you meet with your advisor in your junior year ______times
9. On the average, how long would you say that your meetings with your advisor took?

   ______Two minutes or less
   ______two to five minutes
   ______five to ten minutes
   ______ten to fifteen minutes
   ______fifteen minutes or longer
10. In order to help you with a particular situation, has your advisor ever suggested that you consult any of the following campus agencies? Check those which he suggested.

    ______Office of Student Financial Aids
    ______The University Counseling Service
    ______The Liberal Arts Advisory Office
    ______The Office of Student Affairs
    ______The Student Health Service
    ______Business and Industrial Placement Office
    ______Educational Placement Office
    ______One of your course instructors
    ______Other not listed above ____________________________________
11. Has your advisor ever met with you and his other advisees as a group to discuss areas of concerns (vocational opportunities, graduation requirements, etc.) common to all his majors?

    ______Yes ______No

IF YES, list the occasions:

____

____

12. Have you ever had any contacts with your advisor outside the advisory situation?

______Yes ______No

IF NO, would you like to?______Yes ______No

IF YES, where?

______He was an instructor in one of my courses.

______He is an advisor to or attends one of the organizations I belong to.

______We have met informally at a faculty tea, Christmas party, etc. or function of the university.

______Other____

INSTRUCTIONS: There are no right or wrong answers to the following statements. What is wanted is your own individual feelings about these statements. Read each statement carefully and decide how you feel about it. Then mark your answer on the space provided on the questionnaire. Remember that this section pertains only to the advisor whose name you listed on page one.
(SA strongly agree JA just agree UC undecided-uncertain D disagree SD strongly disagree)

	SA	JA	UC	D	SD
13. I doubt that my advisor knows who I am or anything about me.	__	__	__	__	__
14. When I need to see my advisor, I have difficulty setting up an appointment with him.	__	__	__	__	__

	SA	JA	UC	D	SD
15. My advisor usually appears so rushed that I hesitate to ask many of the questions or to discuss areas which I feel would be helpful to me.	___	___	___	___	___
16. My advisor appears well informed on course requirements, regulations, etc. and I can place a great deal of confidence in any suggestions he might make regarding these matters	___	___	___	___	___
17. My advisor appears to be cold, doesn't pay much attention to what I am saying, and is rather brisk in his manner with me	___	___	___	___	___
18. If I had a problem of a personal nature, I wouldn't think of going to my advisor to discuss it.	___	___	___	___	___
19. I usually meet with my advisor at least one or more times a semester other than at registration.	___	___	___	___	___
20. My advisor makes me feel at ease and by his manner encourages me to discuss anything which might be helpful to me.	___	___	___	___	___
21. Although my advisor has fairly definite office hours when he is available for advising, he is so busy it is almost impossible to see him anyway	___	___	___	___	___
22. I feel that my faculty advisor knows me as an individual and is interested in me as a person	___	___	___	___	___
23. My advisor seems to know little more about course offerings, regulations etc. than I do.	___	___	___	___	___

	SA	JA	UC	D	SD
24. About the only time I use my advisor is to sign my card at registration and sometimes not even then.	___	___	___	___	___
25. My relationship with my advisor is such that I would not hesitate to seek his advice on most any subject or problem I might have.	___	___	___	___	___
26. In our meetings together, my advisor appears warm, interested, and patient with me.	___	___	___	___	___

PLEASE USE THE BACK OF THIS PAGE TO MAKE ANY ADDITIONAL STATEMENT CONCERNING YOUR OWN PERSONAL REACTION TO THE ADVISING SYSTEM AT SUI AS YOU HAVE EXPERIENCED IT.

5.395

Your present Education advisor's name: ______________________

(If you do not know your advisor's name, please contact your Departmental Office or the College of Education Records Office.)

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW:

1. Present class standing: 1 - Freshman 2 - Soph 3 - Junior 4 - Senior

2. Your sex: 1 - Male 2 - Female

3. Your cultural race: 1 - Black 2 - Spanish surname 3 - American Indian 4 - Oriental 5 - All other 6 - Decline to respond

4. Your present cumulative grade point average:

   1 - 3.50 to 4.00
   2 - 3.00 to 3.49
   3 - 2.50 to 2.99
   4 - 2.00 to 2.49
   5 - 1.50 to 1.99
   6 - 1.00 to 1.49
   7 - Less than 1.00
   8 - None yet (freshman or transfer)

5. Did you ever transfer to the University of Maryland at College Park from another institution? 1 - Yes 2 - No

6. How long has the above-named person been your advisor?

   1 - Less than 1 semester
   2 - 1 or 2 semesters
   3 - 3 or 4 semesters
   4 - 5 or 6 semesters
   5 - 7 or more semesters

7. How many times would you estimate that you met with your advisor during this time?

   1 - Less than 3 times
   2 - 3 to 5 times
   3 - 6 to 10 times
   4 - 11 to 15 times
   5 - More than 15 times

8. On the average, how long would you say that your meetings with your advisor took?

   1 - two minutes or less
   2 - two to five minutes
   3 - five to ten minutes
   4 - ten to fifteen minutes
   5 - fifteen to thirty minutes
   6 - more than thirty minutes

9. Have you had any contacts with your advisor outside the advisory situation?
   1 - Yes 2 - No

10. If "No," would you like to? 1 - Yes 2 - No

INSTRUCTIONS: There are no right or wrong answers to the following statements. What is wanted is your own individual feelings about these statements. Read each statement carefully and decide how you feel about it. Then mark your answer on the space provided on the questionnaire.

SA strongly agree JA just agree U undecided-uncertain D disagree SD strongly disagree

		SA	JA	U	D	SD
1.	I doubt that my advisor knows who I am or anything about me.					
2.	My advisor gives me a feeling of frustration.					
3.	When I need to see my advisor, I have little difficulty in setting up an appointment with him.					
4.	My advisor usually appears so rushed that I hesitate to ask many of the questions or to discuss areas which I feel would be helpful to me.					
5.	I feel I could recommend my advisor to another student.					
6.	My advisor appears well informed on course requirements, regulations, etc. and I can place a great deal of confidence in any suggestions he might make regarding these matters.					
7.	My advisor appears to be cold, doesn't pay much attention to what I am saying, and is rather brisk with me.					
8.	I have been satisfied with my advisement.					
9.	If I had a problem of a personal nature, I wouldn't think of going to my advisor to discuss it.					
10.	I usually meet with my advisor at least one or more times a semester other than at registration (or pre-registration).					
11.	I am satisfied with my advisor.					
12.	My advisor makes me feel at ease and by his manner encourages me to discuss anything which might be helpful to me.					

	SA	JA	U	D	SD
13. Although my advisor has fairly definite office hours when he is available for advising, he is so busy it is almost impossible to see him anyway.					
14. I feel that other Colleges should provide advisement like this College provides.					
15. My advisor is not only well informed about course requirements and regulations but he is also sufficiently conscientious about my enrollment each semester so that I am not handicapped with enrollment errors.					
16. I feel that my advisor knows me as an individual and is interested in me as a person.					
17. I feel satisfied as a result of my talks with my advisor.					
18. My advisor seems to know little more about course offerings, regulations, etc. than I do.					
19. About the only time I use my advisor is at registration (or pre-registration) and sometimes not even then.					
20. My relationship with my advisor is such that I would not hesitate to seek his advice on most any subject or problem I might have.					
21. Colleges should provide advisors like mine.					
22. In our meetings together, my advisor appears warm, interested, and patient with me.					
23. Since my advisor is not very knowledgeable or sonscientious about his advising responsibilities, I can reasonably expect him to make some kind of enrollment error when I seek his help during pre-registration.					

University of Maryland

May 5, 1976

To: Wellesley College Faculty

From: Committee on Counseling

The Committee on Counseling will make recommendations in the fall of 1976 concerning arrangements for academic advising and personal counseling at the College. To this end, we are seeking information from many segments of the community.

The purpose of this questionnaire is to find out what the faculty does and what the faculty thinks. Specifically, we are asking:

-- How much advising and counseling you do,

-- on what sorts of topics,

-- with what sorts of students.

-- How you use the advising and counseling resources of the college,

-- what you know about them,

-- and what you think and how you feel about all this.

The questionnaire looks long, but we have tried to make it easy to answer. It should take you no more than 30 minutes. Please fill it out, and return it as quickly as you can. You will also find a postcard enclosed. Please put your name on this and return it separately from the questionnaire. This will enable us to remind you about this survey if necessary. It is essential that we hear from as large and representative group of the faculty as possible. Your reply is completely anonymous.

The Commitee also welcomes comments in person and in writing from all faculty members.

Blythe Clinchy, Chairman
Grazia Avitabile
Lisa Bohlander
Nancy Chotiner
Tom Dimieri
Linda Hurley
Vivian Ingersoll
Joyce Wadlington
Barbara Wilson

**** PLEASE RETURN QUESTIONNAIRE TO BLYTHE CLINCHY, PSYCHOLOGY ****

I. ACADEMIC ADVISING

In this first section we ask you to respond to a number of questions concerning academic advising. The questions deal mainly with what you do as an academic advisor and how you feel about it. We are interested also in your thoughts about the present system and in your reactions to various models of academic advising.

1. Are you serving in a formal capacity as advisor to juniors and seniors majoring in your department this year? (Please check) Yes______ No______ 5:______

a. If yes, please answer the following questions:

(1) How many advisees do you have this year? ______ 6:______

(2) Did you have any choice as to which students became your advisees? (Please check the appropriate response.)

Complete choice______ Some choice______
No choice______ Don't know______ 7:______

(3) Did your advisees have any choice as to which faculty member became their advisor?

Complete choice______ Some choice______
No choice______ Don't know______ 8:______

(4) When you encounter one of your advisees, do you remember his/her name?

Always______ Usually______
Occasionally______ Never______ 9:______

(5) How many of your advisees this year initiated a meeting with you on other than routine, required occasions?

All of them______ Most of them______
Some of them______ None of them______ 10:______

(6) With how many of your advisees did you initiate meetings this year when not required to do so?

With all______ With most______
With some______ With none______ 11:______

(7) With how many of your advisees this year did you discuss academic matters other than course choices and requirements in the major field?

With all______ With most______
With some______ With none______ 12:______

(8) How well do you think your advising met the academic needs of your advisees this year?

Not at all well______ Fairly well______
Quite well______ Don't know______ 13:______

2. Faculty often discuss academic matters with students who are not formally assigned to them as advisees, as well as with those who are. In this question, we are interested in the sorts of topics you discuss with students in doing formal or informal advising on academic matters or matters related to teaching and learning. Please try to estimate the number of students with whom you discussed the following topics during this semester.

(Please check the appropriate column.)

	None	1-5	6-10	11-15	More than 15	
a. requirements for the major						14:
b. choice of courses within your department						15:
c. choice of courses outside your department						16:
d. difficulties student is experiencing in your course						17:
e. difficulties student is experiencing in a course taught by someone else						18:
f. off-campus internships or field study opportunities						19:
g. career options						20:
h. 12-college exchange						21:
i. MIT courses						22:
j. requirements for degree						23:
k. graduate programs						24:
l. summer school						25:
m. leaves of absence						26:
n. transfer						27:
o. honors work						28:
p. credit/non-credit						29:
q. other (Please describe)						30:

3. Please circle any of the topics listed in question #2 (above) which you consider yourself poorly qualified to discuss at present.

Please disregard these numbers

31 32 33 34 35 36 37 38 39 40 41 42 43 45 46 47

4. Assume that 100% of you academic advising (on matters like those listed in 2, above) is allocated among the following groups. Please try to estimate the % of that time that was spent with each of the following groups during this semester.

	% time	
a. Freshmen		48:
b. Sophomore who have not yet declared a major		49:
c. Students majoring or declaring a major in your department		50:
d. Juniors not majoring in your department	1061	51:
e. Seniors not majoring in your department		52:

5. In this question we would like to know how many students you referred to the following sources for academic advice during this academic year.

	Number of students referred					
	None	1-2	3-5	6-10	More than 10	
a. other faculty in your department						53: ____
b. Your department chairperson						54: ____
c. faculty in other departments						55: ____
d. Dean of Academic Programs						56: ____
e. Class Deans						57: ____
f. other students						58: ____
g. Career Services						59: ____
h. Director of Continuing Education						60: ____
i. Other (Please describe.)						61: ____

6. In this question we would like to know, first, whether or not you encountered each of the following problems during this academic year. Second, if you did encounter the problem, did you initiate a consultation with a Class Dean, either by calling the Dean or suggesting to the student that she see her Dean?

	Encountered problem		Initiated consultation			
	Yes	No	Yes	No	Does not apply	
a. Student was having trouble handling work in your course.						62: ____ 63: ____
b. Student appeared to be in personal difficulty						64: ____ 65: ____
c. Student was delinquent in attendance or assignments						66: ____ 67: ____
d. You needed information on regulations, requirements, etc.						68: ____ 69: ____

7. Under the present system at the College, formal academic advising is partly centralized, under the Class Deans and Dean of Academic Programs, and partly decentralized, with faculty advising majors in their departments. Which of the following statements best expresses your evaluation of this arrangement? (Please check one.)

a. It works very well ______

b. It works fairly well, but has some problems ______

c. It does not work very well, has many problems. ______

d. Don't know. ______ 70: ____

If you see any problems in the arrangement, please describe them, if possible. 71: ____

8. At some colleges, faculty take more responsibility for academic advising than at Wellesley. For example, some or all faculty might be assigned to a group of students (not necessarily majoring in their departments) and might do all or nearly all of the academic advising for that group, (for example, helping the student to make sensible decisions concerning her academic life, discussing problems and pleasures in learning).

a. If you would probably not be willing to serve as a faculty advisor, please check all reasons that apply: 72:___

(1) I am too busy.______
(2) I am too ignorant.______
(3) I might tend to favor my own departmental offerings.______
(4) I might tend to favor better students.______
(5) I don't enjoy this sort of interaction with students.______
(6) It encourages students' dependence on others.______
(7) Arrangements in which students and faculty are forced upon each other do not work very well.______
(8) Other. (Please describe)

b. Would you favor a similar arrangement at Wellesley? (Please check one.) 73:___

(1) Probably yes, without released time or extra pay______
(2) Probably yes, if given released time from teaching______
(3) Probably yes, if paid______
(4) Definitely not______
(5) Other. (Please specify)

9. Are there academic matters on which you feel Wellesley students do not receive adequate advising?

Yes______ No______ Don't know______ 74:___

If yes, please describe.

II. PERSONAL COUNSELING

In this second section we ask you to respond to questions concerning personal counseling, broadly defined. The questions deal mainly with what you do by way of personal counseling and how you feel about it. We are interested also in your perceptions of the present system and in the extent of your knowledge of counseling services at the College.

10. Although it is impossible to draw sharp distinctions between academic advising and personal counseling, the following issues are sometimes considered more personal than academic. Please estimate the number of students with whom you discussed each of the following topics this semester.

	None	1-2	3-5	6-10	More than 10	
a. students' relations with peers						76: ____
b. students' difficulties with an instructor other than yourself						77: ____
c. issues concerning student's family						78: ____
d. student's inability to work or to work efficiently						79: ____
e. student's general unhappiness or depression						80: ____
f. decisions student is making on matters other than academic (Please specify if possible.)						Card II 5: ____
h. other (Please describe)						6: ____

11. Assume that 100% of your personal counseling (on matters like those listed in 10, above) is allocated among the following groups. Please try to estimate the % of that time that was spent with each of these groups during this semester.

	% time	
a. Freshmen	______	7: ____
b. Sophomores	______	8: ____
c. Juniors	______	9: ____
d. Seniors	______	10: ____

12. To which of the following College personnel have you referred students for personal counseling during this academic year? (Check all that apply.)

a. Dean of Academic Programs ______	11: ____
b. Class Deans, Dean of Academic Programs ______	12: ____
c. Psychiatrists ______	13: ____
d. Human Relations Consultant ______	14: ____
e. Consulting Psychologist ______	15: ____
f. Heads of House ______	16: ____
g. Chaplaincy ______	17: ____
h. Vil Juniors ______	18: ____
i. Other (Please describe.) ______	19: ____

13. Do you believe that you, as a member of the Wellesley faculty, should do personal counseling of some sort if the occasion arises? That is, do you consider it as part of your job?

____ a. Yes
____ b. Yes, under special circumstances. Please specify:____________
____ c. No 20:___
____ d. Don't know

III. Academic Advising and Personal Counseling

The questions in this third section apply to both academic advising and personal counseling.

14. If a student were doing very poorly in your course what, if anything, would you do? 21:___

15. If a student seemed to you to be very unhappy or disturbed, what, if anything would you do? 22:___

16. How many hours did you spend in your office last week? If last week was very unusual, choose another more typical week. Do not include time spent in meetings, classes, etc.

___ a. 5 hours or less ____ d. 16-20 hours
___ b. 6-10 hours ____ e. 21-25 hours
___ c. 11-15 hours ____ f. more than 25 hours 23:___

17. How often was your door open during this time?

___a. Always ___b. Usually ___c. Sometimes ___d. Never 24:___

18. Which of the following best describes your availability to students?

____ a. Students are free to drop in almost any time I am in the office alone.
____ b. I am available only during office hours and by appointment. 25:___
____ c. Other. Please specify: ____________________

19. Last week, approximately how many students did you see out of class for more than five minutes? Once again, if last week was a very unusual week, choose another, more typical, recent week.
Number of students: _______ 26:___

20. Please select the three activities from those listed below which occurred most frequently in your meetings with students outside of class last week. Then, rank these three from 1 (most frequent) to 3 (least frequent of the three).

____ a. advising on academic programs 27:___
____ b. helping student consider matters related to future career or graduate study 28:___
____ c. discussing intellectual questions not directly related to content of your courses 29:___
____ d. discussing content of your courses (ideas and information from reading, lectures, etc.) 30:___
____ e. discussing academic difficulties 31:___
____ f. helping students work out personal problems 32:___
____ g. informal socializing 33:___

21. In this question we would like to assess your knowledge of the current advising/counseling resources of the college. Please do not look up the answers to the following questions.

a. Where is the counseling office? 34:___

b. Who is in it? 35:___

c. Name the psychiatrists at Wellesley? 36:___

d. Name the Class Deans? 37:___

IV. Additional Information

The following information will be useful to us in tabulating responses to the questionnaire. It will not compromise your anonymity.

22. Are you a department chairperson? ___a. Yes ___b. No 38:___

23. How many full time faculty are in your department?

___ a. Fewer than 5 ___ b. 5-9 ___ c. 10 or more 39:___

24. What is your rank? ___ a. Instructor ___ b. Assistant Professor
___ c. Associate Professor ___ d. Professor ___ e. Other. Please specify 40:___

25. Are you a full time faculty member? ___ a. Yes ___b. No 41:___

26. In which division do you teach?
___ a. Group A (Humanities) ___ b. Group B (Social Sciences) ___ c. Group C (Sciences)
42:___

27. What was your teaching load this year? 43:___

	Number of students	Number of courses	
Term I	____________	____________	44:___
Term II	____________	____________	45:___
			46:___

28. How long have you been teaching at Wellesley?
___ a. first year ___ b. 2nd or 3rd year ___ c. 4th - 5th year
___ d. 6th-9th year ___ e. 10 years or more 47:___

29. What is youe sex? ___ a. Male ___ b. Female 48:___

30. What is your age? ___ a. under 30 ___ b. 30-39 ___ c. 40-49 ___ d. 50 or over
49:___

31. Please add any comments you wish to make and have been unable to express in this questionnaire. We are especially interested in your evaluation (specific or general) of advising and counseling services at the College, your suggestions for changes in the system, and your ideas about issues which you think the Counseling Committee should address.

50:___
51:___
52:___
53:___
54:___
55:___
56:___
57:___

THANK YOU FOR YOUR INTEREST AND COOPERATION.

RECOGNITION CERTIFICATE FOR EXCELLENCE IN ADVISING

The following certificate is an example of how an institution can recognize outstanding advisors.

* EXCELLENCE IN ACADEMIC ADVISING *

This is to certify that

____

HAS DEMONSTRATED EXCELLENCE AS AN ACADEMIC ADVISOR

* * *

______________ Date

______________ Signature

MISCELLANEOUS

ADVISORS ARE

Advisors are....................friends
helpful
uninformed
doing their best
working overtime
necessary
teachers
too busy for me
counselors
knowledgeable
a drag
problem solvers
nervous
listeners
the ones who have all your information
but don't remember your name

-Columbia College Students
Summer 1976

IF YOU WERE MY FACULTY ADVISOR

Sally Felker
Student

This is what I would want you to know as you work with me:

First, you must realize that I am frightened of you--although I may hide my fear with hostility or apathy, the fear is still there. Society has taught me to fear you and I will distrust you at first, no matter how compassionate and understanding you may be.

I want you to know that I have much to offer if only you can listen, make me feel safe, and give me the idea you sincerely care.

You can be clumsy with me as long as you diligently work at the process of helping me learn and grow.

You can hurt me as long as your intent is not to destroy me; but to help me realize things about myself which I may not know.

Look at me and see that there are many possibilities lying deep down in me. You may be the one holding the key to unlocking them.

Know also that I probably will not appreciate you; that I may forget that you, too are human--but I do not want you to forget that about me.

Confirm the best in me. I seem to need it. I become a better person when you do this to me.

Help me see myself clearly.

Please do not give up on me. If you do, I fear I may give up on myself. Believe in me so that I may believe in myself.

A LETTER FROM A STUDENT

The following letter was received as part of a major university's evaluation of its academic advising program.

I am not a senior in the education department. I expected to graduate this May, but am lacking one credit and will now have to go to summer school. I feel this would not have happened if I had an advisor who took the time to review my records. The records department sent me a notice in April informing me something was wrong concerning graduation. Due to my student teaching schedule I was not able to respond until the end of that first week. The records department informed me my advisor could arrange an independent study program so I may be able to get my one credit and graduate in May. I proceeded to visit my advisor who informed me she would not and "was not willing" to take the time to allow me to get my one credit. She "advised" me to take an arts and crafts course this summer. She left the impression that she was in a hurry to get me out of her office. The visit lasted less than two minutes. Her attitude warrants a poor reflection of the advisement system.

I would like to point out the type of advising I have received in the College of Education. The first five semesters I saw the inside of her office twice for a very brief time. On registration days she merely went into the outer waiting room and asked who had their cards filled out and proceeded to stamp and sign the forms of 5-10 students in less than one minute.

My junior year I had a medical problem. My doctor told me to go to my school advisor and work out a light schedule. When my advisor found out I had a tumor requiring surgery she suggested

I drop out of school. I refused so she set up a schedule that included 18 semester hours. I did not follow through with that schedule when registering. Instead I followed my medical doctor's advice. The majority of that conference was spent discussing a "D" I received in a methods course. When I attempted to explain my view on why I received that first and only D in my school experience, she quickly scolded me and resorted to calling me a "peon" and said I had no right to voice my opinion since I did not have the experience my professor had.

I realized when I entered the University that it was well-known as a "factory" and students are just numbers. The advisement system in the College of Education reinforces that idea.

It is unfair not to realize the advisor's situation. Often an advisor is also a professor, has student teachers to supervise, is taking more college courses himself, has publication dates to contend with, and is involved in other activities. In other words, the advisor is spreading himself too thin. Advising or any job should be done completely and well. This takes more time than most University education advisors have.

It is not my intent to criticize the College of Education for I have felt the greatest majority of my college experience has been tremendously worth while. Yet I feel the advisement system is a complete farce. I do not wish to experience more friction, therefore I am not signing my name.

"THE NIGHT BEFORE GRADUATION"

Charles J. Milhauser
Chronicle of Higher Education

What's sadder than the sight and sound of a senior who discovers, the night before commencement, that he or she hasn't met all the graduation requirements?

Almost nothing, thinks Charles J. Milhauser, the registrar at Cornell College in Iowa, who urges seniors to check such things the fall before graduation.

"Twas the night before graduation,
when all through the dorm
Not a creature was stirring,
not even in Ror'm.
All diplomas were signed
by the pres'dent with care,
In hopes that the graduates
soon would be there.
When out on the lawn there arose
such a clatter:
Some seniors just learned
of a terrible matter.
More rapid than eagles
the registrar came
And he counted their credits
and called them by name:
Flunk, Marsha; flunk, Spencer;
flunk Frances and Dixon;
Flunk Como, he's stupid;
flunk, Donna and Nixon;

Then up to the Hilltop
the parents they flew
With all sorts of threats
and a lawyer or two.
All said, in a twinkle,
"The registrar's goof.
He's hemming and hawing,
but where is the proof?"
As they drew out their checkbooks
while turning around,
Down the hallway the registrar
came with a bound.
He spoke just this word
as they reached for his neck:
"I asked every senior
to come for a check!
In early September
I bid them come in,
Both to look at their records
to know what has been
And to learn what remains
and what still must be done
If they are to finish
in time for May's fun.
We talk about transcripts;
requirements, too;
And I mark on a sheet
all they need to get through
Your child was invited
to come for a check
Had he done so he would
have avoided this wreck.

The proof was conclusive
the punishment paid.
'Twas foolish t'ignore
such a valuable aid.
The next group of seniors
was quick to foresee
What a wonderful benefit
checking can be.
Just a minute or two
of your time and your mass
Will incure that you know
what you must do to pass.
The students whose records
were checked in the fall
Are enjoying the year
and just having a ball.
But those who neglected
their visit to pay
Are they who have thrown
graduation away."

ACADEMIC ADVISING

AN ANNOTATED BIBLIOGRAPHY

Compiled and Annotated by

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1078

The American College Testing Program is dedicated to the enrichment of education. It was founded as an inviolate public trust and operates as a nonprofit corporation governed by educational representatives from individual states or regions and a Board of Trustees.

A fundamental goal of The Program is to exercise educational leadership by conducting testing, information gathering, evaluating, and related activities in order to (1) assist in the identification and solution of educational problems and (2) communicate to the general and professional publics knowledge and ideas about education.

The chief beneficiaries of The Program's services are students, secondary schools, institutions of higher education, and educational researchers.

THE
AMERICAN
COLLEGE
TESTING
PROGRAM

FOREWORD

There exists in higher education today a renewed interest in academic advising. Academic advising is recognized as an essential educational service to be provided by an institution of higher education. Academic advising, properly delivered, can be a powerful institutional influence on student growth and development. It can also interpret, enhance, and enrich the educational program of any college or university.

This bibliography on the subject of academic advising is intended to serve as a resource guide for administrators and researchers in higher education. Special recognition is due Lois Renter, Head Librarian, The American College Testing Program, who was primarily responsible for compiling the information. It is hoped that this bibliography will be useful to educators in improving academic advising, and thus serving students more effectively.

David S. Crockett
Vice President

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ADVISING PROGRAMS

Advising and counseling: the study of education at Stanford; report to the University. Stanford, Cal.: Stanford University, 1969. (ERIC Document Reproduction Service No. ED 032 848.)

> This report, the fifth in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. This booklet presents the report of the Topic Committee on Advising and Counseling, which is based on its position paper entitled "Advising: The Humanity of the University."
>
> The committee recommends an administrative focus on advising as a crucial academic function, evaluation of individual and departmental counseling, and increased emphasis on the training and development of responsibility in future advisors. Problems with Stanford University's professional counseling appear to stem from indifferent attitudes of students, faculty, and administrators. In the hope that the kinds of attitudes that are vital to good counseling may be brought about, the committee proposes structural changes that would clarify --for both students and advisors-- the university's means for providing vocational and psychological counseling. The committee's recommendation on freshman advising was substituted for one by the Steering Committee.

Anthony, V. A. The development of a philosophy for advising elementary education majors in their selection of an academic area of specialization. Dissertation Abstracts International, 1972, 32, 3679A.

> This study described patterns of selection of academic areas of specialization by prospective elementary teachers, analyzed pertinent theories of vocation and career choice, and appraised the extent of present programs of advising. Based on these examinations, it formulated the primary questions which require consideration and provided tentative answers. From these it developed and proposed a comprehensive statement of philosophy for a program of advising. The final part of the study advanced tentative formal recommendations based on this theoretical ground which can be implemented in experimental form.

Some of the contentions upon which the philosophy was based are: 1) a formal program is needed and can make a significant contribution; 2) it should be provided early; and 3) a portion of the basic advising program should be a part of a regular classroom experience, but advising should also be available through individual counseling upon request of a student. The department of education should have overall control responsibilities for such a program with the cooperation and active participation of the subject area departments.

The qualifications of staff members involved in advising were discussed, specific recommendations for a proposed program were advanced, and a scheme of association between personality orientations and specialization areas was introduced.

Arnette, J. L. Cooperative education and placement as an integral part of academic and career advisement. College and University, 1974, 50, 85 - 88.

The University of North Florida has developed a personalized career planning program which uses academic and career advisors, the Cooperative Education and Placement Office, and the Counseling Services Office. The program is coordinated and supervised by the Associate Dean of Students.

Academic and career advisors are faculty members who are selected on the basis of their interest in students and their ability to relate to them, as well as for their teaching ability and professional achievements. They are carefully screened, are given twelve month appointments and have no less than one-half of their time assigned for advisement. The advisor's initial interview with the student is the most important. Later conferences vary with the individual needs of the student.

The Cooperative Education and Placement Office works very closely with the advisors, providing in-service training and serving as consultants. The Counseling Services Office provides psychological services such as consultation, referral of students, and evaluation of off-campus psychological services. Evaluation of the service was primarily positive and some changes are being considered but none involve the basic nature of the program.

Blocker, C. E., and Richardson, R. C., Jr. Teaching and guidance go together. Junior College Journal, 1968, 39 (3), 14 - 16.

The authors suggest that colleges consider a fundamental reappraisal of the roles of faculty, counselors, and division chairmen to the end of improving guidance services for the individual student.

The role of the classroom teacher is central to any effective guidance program. Given his frequent contacts with students, he has the best opportunity to respond to students' needs. Each academic division should have assigned to it a counselor-instructor. He would function as the primary communicator between students and the office of the dean, between central guidance and faculty, and between the division chairman and central guidance. The division chairman must encourage faculty members to take an active part in the advisement of students. The central guidance office would perform specialized services related to overall institutional needs.

The recommended reordering of guidance services to establish well-defined roles would be a significant improvement over the generally poorly conceived and administered programs existent in far too many two-year colleges today.

Cates, D. A study of the relationship between an academic counseling program and the academic performance of selected students at Texas Technological College. Dissertation Abstracts, 1968, 28, 2473A.

The statistical relationship between the academic performance of freshman students who did and did not participate in a summer program of academic counseling was explored in this study. There were 2,011 students in an experimental group and 1,770 in a control group. The relationship between the groups was analyzed using SAT scores as covariants. Academic performance was defined as the student's grade point average for the first college semester.

The final analysis of data revealed that students who attended the academic counseling program earned significantly higher grade point averages. Some recommendations were: 1) to continue this type of academic counseling; 2) to conduct research to identify and analyze the causes of the relationships discovered in the study; 3) to assess differences within individual academic schools; 4) to research the motivation of students participating in such a program; and 5) to conduct a study of these students through their college careers.

Christensen, O. C., Jr. A study of the influence of an early orientation, advising, and counseling program for selected freshmen entering the University of Oregon. Dissertation Abstracts, 1964, 24, 3164.

In order to explore the influence of a pilot Summer Advising and Counseling Program, an experimental and a control group were set up to provide a basis for comparison. The groups were compared on fall term grade point averages, study program changes, withdrawal from the University during the fall term, and seven other variables.

The data indicated that the Summer Program was effective in increasing study program stability, creating an immediate positive student reaction to the University, creating a positive opinion of the value of organized orientation and advising activities, increasing student use of the Reading-Study Laboratory service, and creating a positive opinion of the University Counseling Center.

The Summer Program was not more effective than the existing fall program in the other areas of comparison. Thus, no recommendation was made for its continuation. However, it was recommended that many of the positive features of the Program be integrated into the fall program.

Considine, W. J. A model scholastic achievement monitoring system for academic advisors in physical education. Physical Educator, 1975, 32, 173-177.

A trend toward individualized course combinations has reemphasized the need for a quality academic advisement system to oversee the progress of those enrolled in all programs of study. In an attempt to provide some useful information for academic advisors, the Department of Physical Education, University of Illinois, U-C., developed a systematic analysis of the scholastic achievement of majors in specified areas of the physical education curriculum.

The curriculum was divided into ten categories, such as P.E. Required Theory, P.E. Elective Theory, P.E. Required Activity, and seven others. Criteria for each classification were established. Student majors were classified into six nonmutually exclusive groups, such as Sex, Athlete-Non-athlete, Probation-Nonprobation and three more.

A computer analysis of student achievement in various categories yielded useful interpretations of the data. This academic monitoring system will be refined to enable more detailed analyses.

Cooper, B. L. A study of the critical requirements for advising and/or counseling nursing students in selected baccalaureate and associate degree nursing education programs in Mississippi. Dissertation Abstracts International, 1975, 35, 6451A-6452A.

This investigation sought answers to the primary question: What counseling and/or advising services experienced by nursing students prior to, during, and after admission are critical to their subsequent success and expressed satisfaction within the program? Three other related questions were investigated in the study. The Critical Incident Technique, developed by John C. Flanagan, was administered to 381 nursing students. From 1,255 incidents reported, 560 were deemed adequate. They were then sorted into seven major areas and 27 sub-areas or critical needs.

Area V (Providing Curriculum Planning and Advisement to Nursing Students While Enrolled in the Nursing Program) ranked first. It also appeared as the most demanding or inadequately met need. Area I (Providing Adequate Pre-Admission Services to Prospective Nursing Students) appeared as the most adequately met need. The consensus was that students felt adequate services were provided before and at the time of admission, but felt at a loss after they became involved in the program.

Dameron, J. D., and Wolf, J. C. Academic advisement in higher education: a new model. Journal of College Student Personnel, 1974, 15, 470 - 473.

The model proposed is similar to that described by O'Banion in emphasizing the developmental process of academic advising but the method of implementation differs significantly, primarily in the use of the personnel. The staffing is based on a professional career ladder with three basic divisions: the below baccalaureate degree level paraprofessional, the baccalaureate degree level pre-professional, and the graduate degree level professional worker.

Exploration of life goals and of vocational goals are facilitated by the professional counselor. Selection of program and selection of courses are not handled by the faculty, but by the baccalaureate degree trained guidance associate. Scheduling of courses is facilitated by paraprofessional assistants.

Reasons for not using faculty for advisement are: counselors are better trained for and committed to counseling; the cost of using faculty for such activities is high; faculty knowledge of trends outside their specialty may be limited; and overall coordination of academic advisement efforts is usually lacking in faculty-facilitated programs. Advantages of the model include having a theoretical base from which to operate and thus it can be evaluated. Other advantages center around the efficient use of counselors.

Frazee, M. M. Recommendations for a new design for the academic advising program of the Montclair State College, Upper Montclair, New Jersey. *Dissertation Abstracts*, 1968, *28*, 4817A - 4818A.

For many years Montclair State College has had a decentralized, departmental advising program with advisory assignments based on the student's major departmental affiliation, a practice commensurate with the institutional procedure of having students select their major field when applying for admission. A reorganization appears necessary to meet student needs in a new era of institutional development.

The field was surveyed to study the success of several major types of academic advising programs, noting how they have been affected by expansion. From 87 returned surveys, seven were chosen to be visited. Attention was paid to the following features of the programs: formation and development, philosophy, functions of advisers, program structure, problems, and evaluation. A questionnaire was also administered to a group of Montclair faculty advisers and a sample of Montclair students to identify faculty advisory functions.

Based on the information gathered, it was recommended that Montclair should: institute specialization in advising within the existing decentralized framework with chief advisers to coordinate departmental advising; and next, reconsider admissions procedures, calling for postponement of the student's decision of a major field until later. This envisions a centralized freshman advising program with upperclass advising remaining a specialized departmental responsibility.

Gibson, G. *A meta-presentation of a theoretical and research base for academic advisement*. A paper presented at the American Personnel and Guidance Association Convention, San Diego, California, February 1973. (ERIC Document Reproduction Service No. ED 085 621)

The generation of questions of worthwhileness of academic advisement into researchable hypotheses is dependent upon results from outcome questions substantiating process questions. Researchable hypotheses are few due to the complexity of the advising process involving students, advisors, problems, methods, and researchers. Questions generated for research on academic advising are multidimensional and take the form of: Do the various modes of academic advisement yield differential effects with different kinds of students, advisors, and problems? How? When? With the complexity of researchable questions of academic advising the resulting methodological variance requires the application of multivariate factoral analysis designs.

Hardee, M. D. Counseling and advising in the new junior college. Junior College Journal, 1961, 31, 370 - 377.

The student's expectation of college and his needs are well worth finding out about. What is his over-all image of the college? How closely will the ideal approach the real? His intellectual needs assume top priority, vocational needs only slightly less. Affective needs are related to these. Social needs, physical needs and economic needs are important also. A panel of junior college transfers was organized to discuss their expectations. These students expressed satisfaction with the status of the junior college, faculty approachability, the transition from junior to senior college, and their extra-class participation in the junior college years.

Good teaching, efficient faculty advising, and competent professional counseling aid in the fulfillment of expectations. A comprehensive counseling program will be based on the belief in the worth of the individual student as well as other principles.

An institution's own study of the advising-counseling process can be compared at intervals with results of studies carried out in other institutions. It is also important to continue the enthusiasm and effort of the first year in successive years. High level accomplishments can be achieved if the staff charts its first year well.

Hoffman, M. Academic advising in higher education. Dissertation Abstracts International, 1975, 35, 5815A.

This study is basically a review of the literature dealing with models and components of models of academic advising in higher education. It emphasized the importance of meeting needs of students through a well-developed guidance program as an additional student personnel service.

The study suggests criteria for the development of an effective program and the necessity for each institution to develop goals of advising that will support its educational philosophy. It further indicates the importance of a well-developed in-service training program for those actively involved in the advising process. It states that there is a need for much research into all aspects of academic advising, especially in expansion of evaluation techniques and tools.

MacLean, L. S. (Ed.), and Washington, R. O. (Ed.). Community college student personnel work. Columbia, Missouri University, '1968. (ERIC Document Reproduction Service No. ED 025 265)

In 1967, the Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes decided to prepare a collaborative, interim textbook for their own use and that of future participants in the Institute. Working in teams of two or three, the members prepared the following chapters: (1) A philosophy for community college student personnel services; (2) The administration of student personnel services; (3) Characteristics of the community college student and implications for student personnel services; (4) Admissions and records; (5) Orientation to the community junior college; (6) Remedial services in the community college; (7) Counseling and guidance in the junior college; (8) Student activities in the junior college; (9) Student financial aid and placement services; (10) Research and evaluation in the junior college; (11) Student personnel services in the vocational-technical institute; (12) A study of disciplinary philosophy; and (13) Faculty advising. A schema is presented that may provide the starting point for developing an adequate faculty advising program.

O'Banion, T. An academic advising model. Junior College Journal, 1972, 42(6), 62 - 69.

The process of academic advising includes: 1) exploration of life goals, 2) exploration of vocational goals, 3) program choice, 4) course choice, and 5) scheduling courses. Based on the skills, knowledge, and attitudes required by the personnel who would assist students, professional counselors would take responsibility for steps one and two, and perhaps steps three and four.

There are many arguments for the use of faculty members in steps three and four because of their curriculum and subject knowledge. Given certain important conditions, it seems reasonable to believe that an instructor advising system can function as well as any other. Specially trained students, as counselor aids, would give assistance in scheduling.

A team approach may be the best answer for academic advising, with each member participating in the process according to his competencies and interests. The system should give the student the greatest possible opportunity to discover his potential through the college experience.

O'Banion, T., Fordyce, J. W., and Goodwin, G. Academic advising in the two-year college: a national survey. Journal of College Student Personnel, 1972, 13, 411 - 419.

The objectives of the survey were to determine what types of academic advising systems were in use throughout the nation, to discover which systems were considered by institutional representatives to be most desirable, and to look for significant trends in academic advising. A 14-item questionnaire was sent to 912 colleges, 556 were returned in usable condition. Items included questions on institutional variables, types of advising systems, coordination of the advising function, the advising process, training and compensation of advisers, and institutional evaluation of advising systems.

Some general conclusions made from the survey were that: 1) academic advising in community/junior colleges is diverse; 2) mixed systems are prevalent; 3) academic advising is seen as a student personnel function; 4) it is largely a one-to-one process; 5) training consists mostly of in-service meetings and informal, person-to-person talks; 6) evaluation is largely by informal reports; 7) the colleges tend to think they are doing a good job; and 8) mixed systems which use both counselors and instructors are most likely to grow in popularity in the years ahead.

Pino, J. A. The organization, structure, functions, and student perceptions of effectiveness of undergraduate academic advisement centers. Dissertation Abstracts International, 1975, 35, 4205A - 4206A.

An analysis was made to identify the factors responsible for the emergence of centralized advising centers, to determine the nature and scope of operations, and to measure the extent to which students perceived centralized advisement as effective. A center was defined as an office or group of offices which function to assist students with questions on academic curriculum or coursework planning. They are considered an alternative to the traditional form of academic advising performed by teaching faculty.

A Comprehensive Survey Questionnaire was sent to the directors of 102 centers; 80 completed it. An Advising Satisfaction Scale was used to gather data from students. Of the 300 students contacted, 210 returned completed questionnaires.

Findings indicated that the number of centers has increased steadily during recent years. Increased enrollment was cited as the most frequent reason for the center's establishment. The concept of centralized advising has application to nearly all types of academic units of varying disciplines. Students generally perceived centralized advising as effective.

Richardson, R. C., Jr. Developing student personnel programs in newly established junior colleges. Journal of College Student Personnel, 1965, 6, 295 - 299.

This paper examines some of the considerations fundamental to the development of new junior college student personnel programs. To implement an overall plan a strongly centralized student personnel service is crucial. The major guideline for development ought to be a close study of the characteristics of the student body. In addition, the program must understand its environmental setting.

The counseling program must achieve a satisfactory counselor-student ratio, counselors should be freed from quasi-administrative or secretarial work, and the objectives of the program must be communicated on a planned and continuing basis.

Three areas of involvement for faculty are suggested: 1) in the planning stage when philosophy and objectives are being determined and on a continuing basis through appointments to a student personnel committee; 2) in the area of educational programming, with advisors selected for their interest, ability to deal with students in a one-to-one relationship, and willingness to learn the fundamentals of counseling responsibility; 3) as consumers of the products.

In a new college student activities frequently have a low priority. A successful program requires interested, able faculty, planning and coordination, and development of student leadership. The philosophy and objectives of the new community college determines broad objectives, but many choices regarding specific employment of available resources are left to the chief student personnel administrator.

Robinson, D. W. The role of the faculty in the development of student personnel services. Junior College Journal, 1960, 31, 15 - 21.

At the present time the crucial issue in student personnel work is the development of better working relationships between teachers and student personnel specialists and a clearer understanding of the interrelatedness of these functions. Historically, faculty has always had an inherent responsibility for the student personnel program. In recent decades though, interest in faculty participation has varied.

Presently, personnel people recognize the similarities between counseling and teaching. Increased enrollments require wider participation of faculty members with varied backgrounds, and evidence indicates that a successful student personnel program rests on faculty acceptance, participation, and good will. The logical roll of the faculty in the overall program is in the planning and development, as active participants in various aspects, and as joint consumers of the products. Particular emphasis should be placed on the function of the faculty in the advisory program. In the two-year institution the need for faculty participation is especially great.

Shaffer, R. H. Academic advising in residence halls: Miami University. Indiana University. School of Education. Bulletin, 1965, 41, 16 - 18.

Miami University has a large residence hall system. An outstanding characteristic of this system is the strong emphasis upon freshman residence halls as the primary basis of the freshman advisory program. All freshmen are required to live in a university hall staffed by a full-time member of the student personnel staff who serves as their academic adviser. The adviser serves as a registering officer, as an occasional tutor, and as a guide toward successful study habits. Coordination of the program with faculty, administrators, and student personnel staff is achieved through the Inter-Divisional Committee of Advisers and the Committee of Freshman Advisers. Such a program contributes to the integration of both the academic and non-academic life of a student. Its special advantage is that it does this from the beginning of the student's career in higher education.

Shearn, R. B. Guidelines for constructing an optimal academic advising program in non-traditional higher education adaptable to the University Without Walls institutions. Dissertation Abstracts International, 1973, 34, 3095A - 3096A.

The procedures used for the development of the guidelines involved the collection of data, organization and analysis of the data, and the development of an academic advisement program model using a systems approach. The data were collected from analysis of written materials secured from UWW institutions and interviews with students, academic advisers, and administrators from UWW institutions. A panel of experts in academic advisement simulated an evaluation component.

Guidelines developed from the model included the following: 1) a task force offers the most effective method for planning the construction of an advising program; 2) resources and constraints must be identified; 3) identification of the student population and analysis of the environment are necessary; 4) philosophy, needs, and mission of the program must be established; 5) advising activities must be planned to meet the defined needs of the students; 6) competent advisers are essential and students and advisers should be matched on the basis of interests, personality, and expectations of the student-adviser learning relationship; and 7) effective communication and continuing evaluation are required to achieve an effective program.

Sheets, N. L. A major student advisement program. Journal of Health, Physical Education and Recreation, 1964, 35(1), 17 - 18; 60 - 61.

The advisory system of the Department of Health, Physical Education and Recreation at Temple University emphasizes individual attention to students that is comparable to that of a small college. All the work done at the departmental level is in addition to the services provided for all students by other University offices and departments.

An advisement committee has been established to anticipate and provide for the needs of its students. Staff members are assigned as advisers to undergraduate major students. The adviser is the key person in helping each student progress. The director of the department interviews transferring students and handles special problems. An administrative assistant aids the director and staff members, maintains files and also interviews certain students.

Each advisement and counseling program must consider the unique features of its institution and student body. This departmental program has been tailored to meet the needs of students as determined by the staff members.

Smith, H. T. Integration of college students' perceived advising needs into a model for academic advising (with emphasis on industrial-arts majors). Dissertation Abstracts International, 1975, 36, 137A.

The advising needs of students in six departments were to be determined, the advising needs of the industrial-arts majors would be inserted into a theoretical model for academic advising, and the resulting model would provide the means for satisfying students' advising needs. The model could then be adapted to the needs of students within other majors.

Procedures employed included a review of the literature, interviews with students, a survey instrument administered to students in the six selected majors, analysis of the data, and the insertion of the needs of the industrial-arts majors into the theoretical model.

The major conclusions were: 1) significant differences in needs related to academic advising were determined for only two majors, history-and-social-studies and music; 2) it is possible to construct an advising model based upon the perceived needs of industrial-arts majors; and 3) individual perceived needs of students within any major may be as varied as the perceived needs among the majors.

Attention to several areas is recommended: further surveying of the perceived advising needs of students, determination of whether these needs are being met, evaluation of in-service preparation of advisors, and implementation of the advising model developed in this study with evaluation through follow-up studies.

Vickers, D. F. The learning consultant: a response to the external degree learner. Journal of Higher Education, 1973, 44, 439 - 450.

In a recent conference on Career and Educational Advisement, counselors and administrators in a variety of agencies told one another that the chief difficulty in dealing effectively with career and educational issues was that these issues were enormously entangled with a vast array of personal problems. It is predictable that many of the users of External Degree programs will require a breadth of counseling and advisement not ordinarily available through more traditional educational counseling centers.

A new counselor role designed by the Regional Learning Service of Central New York is the learning consultant (TLS). A wide variety of persons who are perceived as helping persons are recruited for part-time employment in the program. Their primary role is to provide a supportive relationship in which all decisions relating to learning can be dealt with. At times the learning consultant assumes an advocacy role on behalf of the individual learner. The Learning Consultant Network is an attempt to meet the diverse counseling and advising needs of students in the external degree program.

Heffernan, J. M. Commentary. Journal of Higher Education, 1973, 44, 450 - 452.

The learning consultant program represents an element often missing in the emerging external degree programs. It assumes that non-traditional programs need support and facilitating systems which are similarly non-traditional. The learning consultant program is not yet fully operative and many questions are not yet answered, but it may be just what is needed to open new opportunities for new learners.

Weaver, W.J. Career education and academic advisement in higher education: a call for integration. Dissertation Abstracts International, 1976, 37, 818A - 819A.

The purpose of this research was to investigate the educational and vocational development and decision making processes of freshman students who entered University College during the winter quarter of 1975. The stimulus for the investigation was the lack of adequate career education programs at primary, secondary and higher education levels.

Work values as they related to sex, age, and curricular academic program were investigated within the broad context of educational-vocational decidedness. The instruments used were the Work Values Inventory and the Career Assessment Form.

Analysis of the data led to the conclusions that many students are deficient to varying degrees in terms of their educational and vocational development. A recommendation was made for a comprehensive study of the University College Academic Advisement Program with the objective of exploring an appropriate means of integrating academic advisement and career education. It was suggested that such integration might facilitate the educational and career maturity of students.

Work, W. P., Jr. A study of selected intellectual and nonintellectual variables for the purpose of developing an academic advising model. Dissertation Abstracts International, 1974, 34, 5647A - 5648A.

The independent variables used in the study were: 1) High School Grade Point Average, 2) S.A.T. Math and Verbal score, 3) High School Class Rank, 4) Allport, Vernon, Lindzey Study of Values scales, 5) Brown-Holtzman Study Habits and Attitude scales, 6) Clark-Trow Typologies as found in the College Student Questionnaire, Part I, 7) biographical and attitudinal scales as found in the College Student Questionnaire, Part I, 8) student's sex, and 9) student's compressed major field of concentration.

The dependent variables were the first and second term grade point averages. The relationships between the independent and dependent variables were measured by stepwise multiple regression analysis. Three distinct equations were generated and analyzed.

The general conclusion of the analyses was that, for the purpose of identifying discriminant predictor variables which might be useful in establishing an academic advising model, the intellectual variables are the soundest ones that the academic advisor may draw upon.

ADVISING BY FACULTY

Bailey, G. D. Revitalizing the course advising process with videotaped classroom vignettes. Educational Technology, 1975, 15, 36 - 37.

Faculty members participating in a program of courses being offered to teachers in the field were requested to prepare a videotaped vignette which would depict the course(s) being taught and/or new course(s) proposed for inclusion in the program. Presentations varied in length from five to twenty minutes. A written companion description of the course was also prepared. A diversity of approaches contributed to heightened interest and an expanded attention span in participation.

Student reaction was overwhelmingly positive. Some strengths and limitations of the concept were identified. It was recommended to extend it to the undergraduate advising program.

Ballard, R. N., Feigert, F., and Seibert, R. Identification and directed counseling of political science majors. Improving College and University Teaching, 1973, 21, 19 - 21.

The use of individual student counseling records by faculty members can make a difference in student achievement. New records were devised at Knox College which made it possible to chart a student's progress more easily and to use the information in counseling. A Student Record Form clearly reports a student's standing at the beginning of each term. The Instructor's Evaluations Chart graphs the student's achievements in several categories. During the student's junior and senior year a Composite Faculty Evaluation cumulates data.

The new counseling program has enabled the Political Science faculty to share the same information on all its students, has caused students to work harder because of the interest shown in them by faculty, has increased the grade point average of students in the department, and has made it difficult to dismiss faculty evaluations on subjective grounds. The system permits information to be put to work for the academic growth of students.

Bartow, J. E. Working toward a faculty adviser program at State University College at Buffalo. Dissertation Abstracts, 1969, 29, 3357A - 3358A.

Despite a tremendous growth in student population, it was felt that the College could continue its tradition of close student-faculty relationships. This project is essentially a report of the associate dean of students as he worked with faculty and students to modify the faculty adviser program over a three and one-half year period.

The results showed that given certain conditions a faculty adviser program will work. The conditions centered around the role of administration, the role of faculty, the role of student personnel, involvement of students, and the structure of the program. Administrative support is necessary; the faculty must carry the load in fulfilling the advisement responsibility to all students; the student personnel staff must strive to coordinate the activities; the students must come to recognize the value in the system; and structure and formalized activities must provide faculty with the opportunity to make the initial meeting with the students. Under competent leadership such a program will succeed.

Bonar, J. R., Jr. The design, implementation, and evaluation of a computer-managed instructional program for the preparation of collegiate academic advisors. Dissertation Abstracts International, 1973, 33, 3279A - 3280A.

This study compared the effectiveness of a computer-managed instruction (CMI) training program of academic advisors with two other training methods. The CMI program (T_1) was developed according to a systems approach model for the development of instructional materials. The other training methods were a preservice one- or two-day orientation and distribution of a reference manual (T_2), and a brief welcome with no preservice training but with distribution of a reference manual (T_3).

There were mixed reactions to the use of the machine among CMI trained individuals, but they were supportive of the program's effectiveness, manner of presentation and later usefulness. Results showed no significant differences in student satisfaction and academic performance for T_1 and T_2, though there was a significant difference in satisfaction between T_1 and T_2, and T_3. With one exception there were no significant correlations between student satisfaction and academic performance for T_1, T_2, and T_3.

The CMI program showed that a systems approach is useful in developing instruction in a relatively uncharted area. Application of such a program so developed to a practical problem was demonstrated with the CMI program being as effective, in terms of student satisfaction and academic achievement, as an orientation training program.

Biggs, D. A., Brodie, J. S., and Barnhart, W. J. The dynamics of undergraduate academic advising. Research in Higher Education, 1975, 3, 345 - 357.

This study describes job activities, role expectations, and jobs satisfactions of academic advisers. The sample consisted of 452 faculty and staff academic advisers in five colleges at the University of Minnesota (Twin Cites). Seventy-two percent of the sample completed the questionnaire.

The work of the academic adviser can be classified into four clusters of job activities. Three involve helping students: (1) with special academic, social or financial problems, (2) with emotional or psychological problems, and (3) with academic and career guidance problems. The fourth involves administrative activities. Results from this study also suggest that advisers spend most of their time approving registration cards and providing information about academic requirements. Most advisers view themselves as appropriate sources of help in academic and vocational guidance areas rather than in personal or social ones.

In general, most academic advisers are satisfied with their work as an adviser. A substantial percentage is dissatisfied with the amount of recognition they receive. Finally, those advisers with more advanced degrees and those with larger numbers of advisees tend to be more dissatisfied.

Borland, D. T. Curricular planning through creative academic advising. NASPA Journal, 1973, 10, 211 - 217.

The complex nature of the failure of the advising system can be understood by examining the expectations of the advising relationship. It has been prescriptive. A related reason is the standardized curriculum required of all students. A final reason concerns the definition of academic advising.

An effective system must be based on sound principles: 1) faculty must be an integral part of an academic advising system; 2) faculty advising should be limited to career and educational development; 3) the individual student must become an active participant in the curricular process; 4) academic advising represents a range of experiences; 5) responsibility for advising outcomes must be shared by all its participants; and 6) student personnel staffs represent the institutional expertise to facilitate an individualized faculty academic advising system. An application of individualized curriculum and effective faculty advising is presented.

Cloward, R. D. The case study approach to the in-service education of college level faculty advisors. Dissertation Abstracts, 1966, 26, 4477 - 4478.

By means of a survey of the literature, this study: 1) assessed the degree of correspondence between the objectives of in-service education programs and the values implicit in a case study approach to instruction; 2) examined the way case study materials might be adapted to the in-service education of faculty advisors, and 3) identified problems and limitations associated with their use in specific ways.

Most in-service program objectives are expressed in terms of higher level objectives, such as changing faculty attitudes, while in fact they seem to focus on such lower level objectives as knowledge of routine advisement procedures. The literature on case study methods of instruction indicates a high degree of correspondence between the values implicit in such an approach and the higher level objectives of in-service education programs. Most programs, however, are too short to allow fulfillment of the objectives.

Despite limitations of time and circumstances, the case study approach offers several advantages over didactic instructional techniques. Resting on the assumption that effective learning requires the dynamic cooperation of the learner, the case study approach captures the learner's interest and actively involves him in the process. The main barriers are the lack of case study documents on faculty advising and the likelihood of student personnel lack of experience in leading case study discussions.

Crookston, B. B. A developmental view of academic advising as teaching. Journal of College Student Personnel, 1972, 13, 12 - 17.

The traditional relationship between academic adviser and student has been prescriptive: based on authority. The developmental relationship is based on the belief that the adviser and student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties.

Prescriptive and developmental advising differ in their approach to the various dimensions of the relationship: abilities, motivation, rewards, maturity, initiative, control, responsibility, and relationship. The greatest difficulty in developmental advising, though, is in the different meanings the faculty and advisee attach to the term, advising. Taking time to discuss and agree on interpersonal and working relationships can help avoid the conflicit that is inevitable from untested, disparate assumptions.

Daniels, R. P., and Kiernan, I. R. Faculty counseling at F.I.T. Junior College Journal, 1965, 36(1), 32 - 35.

The role of faculty counselor is a part of the faculty position and is built into promotion and tenure requirements at Fashion Institute of Technology in New York. The faculty counselor advises in three special areas; academic, psychological, and sociocultural.

Academic counseling requires following up on the academic progress of students. Counseling for students with psychological and physical problems may involve noticing attitudinal and behavioral changes in students and promptly referring them to the Student Personnel Office, or just creating a supportive atmosphere. Counselors help students from socially deprived backgrounds learn to feel at ease in many social and cultural situations and to prepare for these experiences. Faculty members can function in a significant way in areas other than those prescribed by his academic or technical talent.

Dawson, W. J., Jr. A study of faculty advising of college-transfer students in two North Carolina Community Colleges. Dissertation Abstracts International, 1973, 33, 4085A.

The status of faculty advising and the generation of criteria for successful advising were the purposes of this investigation. Tentative criteria were set up based on a review of the literature. Refinement and establishment of hypotheses for future study were provided by data from interviews with administrators, faculty, and students.

The criteria receiving the strongest support were: that students be assigned to faculty in the area of student's proposed major; that administration provide advisers with adequate information; that sophomores be allowed to choose their adviser; that advisement be coordinated with professional counseling; that advisers refer students with personal problems to counselors; and that an adviser's manual be provided.

Forty-two hypotheses for further study were generated. They centered around student satisfaction, adviser satisfaction, adviser feelings of competence as an adviser, and students' ability to transfer without losing credits. Some tentative recommendations were also made.

Donk, L. J., and Oetting, E. R. Student-faculty relations and the faculty advising system. Journal of College Student Personnel, 1968, 9, 400 - 403.

In a survey taken at Colorado State University, only 25 percent of responding faculty felt that the present faculty advising system was effective. Most faculty indicated they did not prefer teaching or research to advising. In addition, 83 percent viewed their own advising as adequate, but most did not feel that good advising was properly recognized.

Student attitudes were obtained through two related questionnaires, one a follow-up study in which items were compared. After two years, more students indicated they would go to the instructor with an academic problem than the original survey indicated. However, of those who said they would go to an adviser with a personal problem, fewer would do so after two years.

The results of a second survey suggested that nearly all the students have a relationship with a faculty member that meets the needs stipulated in the Berkely Report, that is, a faculty member who is by this definition their adviser. Most students named a faculty member in their major field as someone they would go to if they wanted to talk about their program or future career.

The system of assigning advisers apparently functions surprisingly well as a means of establishing student-faculty relationships. Perhaps no formal system is necessary beyond the sophomore year if trained clerks can perform routine duties.

Dressel, F. B. The faculty adviser. Improving College and University Teaching, 1974, 22, 57 - 58.

Faculty advising systems are based on the several assumptions that faculty members are interested, are the most appropriate persons to guide students in course selection, and are knowledgeable enough to help students through the maze of requirements; also that it is the most financially feasible way, and that students want advise from faculty.

Many problems arise from this system. There are some actions which can be taken to improve faculty advising. One alternative to a faculty advising system would be to develop within each college or school a staff of full-time advisers. They would be above clerical status but not at faculty level and would go through intensive training. Some advantages of such a system are considered.

Duncan, J. O. Analysis of the faculty advising system of Oregon State University. Dissertation Abstracts International, 1973, 34, 1073A - 1074A.

A questionnaire was mailed to all undergraduate faculty advisers and all department heads of academic departments which offered undergraduate programs of study. Its purpose was to gather data concerning objectives, procedures, resources used, strengths and weakness, and evaluation of the program, criteria for selecting advisers, their rewards, and the principal needs of students which necessitate advising. In addition to the questionnaire, all head advisers were interviewed.

The results of analysis indicated that most programs do not have written advising objectives. Most advisers perceive their employment as full-time faculty members as the most important criterion for selection to adviser, but most department heads considered interest and concern for students as the most important. Most programs do not have a standard procedure by which students may choose or change advisers; student needs are primarily academic and personal in nature. Most advisers have a block of time reserved to consult with students; students are required to consult once each term before registration, but advisers do not avail themselves to advisees for informal contact. Principal referral resources used are the Office of the Registrar on campus and the State Employment Office off campus. Few advisers receive tangible rewards for advising, most agree that no evaluation is really done, and there is no organized in-service training of advisers. More areas of weaknesses than strengths were identified. Recommendations for improving the advising system were made.

Faculty advisor guidance-counseling manual. Bryn Mawr, Pa.: Harcum Junior College, 1967. (ERIC Document Reproduction Service No. ED 032 883)

Harcum, a junior college for women, defines counseling as the way the experienced can help someone else to understand herself and her opportunities, to make suitable adjustments and decisions accordingly, to accept responsibility for choice, and follow a course of action in harmony with it. Faculty members act as advisors, as they know policies, course requirements, student personalities, and vocational requirements as well as full-time counselors. The principal aim of the guidance program is to help students make better use of their abilities--social, academic, and personal.

Each Harcum student receives three planned interviews per year, one after each mid-term grade report and one after the start of the second semester. They cover academic, vocational, and personal/social matters. A confidential folder is maintained, containing information from each session, academic records, and data on any further action taken, such as referral to the health service or to a dean. A follow-up is essential on any referral. The advisor must know the college policies, regulations, and academic requirements and be prepared to help the students, formally or informally, in many areas, e.g., choice of program, study habits, extra-curricular activites, and long-range vocational plans. He must be genuinely interested in helping her to reach her own decisions, not in imposing his own values. The advisor can use the resources of the whole campus, including any other department, service, faculty, or staff member.

Fahsbender, K. E. A selective system of faculty advising as a means of implementing community college counseling. Dissertation Abstracts International, 1970, 31, 1533A - 1534A.

This study examined the assumption that certain faculty can advise students who are perceived by counselors to be capable of making wise and appropriate decisions with a minimum of adult guidance. This would allow counselors more time for students needing more intensive help.

Faculty advisers were selected primarily for their interest in students. They received stipends for the additional responsibility and continued to teach full loads. Certain students were assigned to these advisers. A control group from the same list of eligible students remained with counselors. Evaluation was based on attitude questionnaires, interviews, and grade records of the students.

The conclusions were that academic progress of selected students was not hindered and many students preferred faculty advisers because of their availability and subject expertise. Advisers referred students to other sources of help when necessary. The self-reliance of the students validated the selection process used by the counselors.

Garrison, R. H. Teaching as counseling. Junior College Journal, 1963, 34(2), 12 - 15.

By the nature of his job, every teacher is a counselor. There are many situations in the day-to-day academic encounters which can be adequately handled by a teacher who is aware of his students as something more than units in a roll-book. The purpose of counseling is to free the student from distraction so that he is able to work better.

There are limits to the counseling function of a teacher. Fundamentally, the best counseling is within the limits of the discipline that is the teacher's responsibility. Most teachers are not sufficiently trained to attempt a clinical relationship with a student. The aim of counseling should be help the young person find out that he has within himself the capacity for sorting, classifying, and weighing the evidence of his own experience as bases for his own decisions or behavior. Historically, such counseling has been a central part of the tradition of teaching.

Gelso, C. J., and Sims, D. M. Faculty advising: the problem of assigning students on the basis of intended major. Journal of College Student Personnel, 1968, 9, 334 - 336.

Intended major, as indicated by the student on the college application form, is a convenient way of matching student and faculty adviser. Such pre-entrance assignment provides the student with an interested, informed adult to whom he can turn to for advise during the crucial, early days of college adjustment and allows him to discuss the courses he should take before registration. If this method is to be useful, however, the choice as indicated on the form must be stable over a period of time.

A study done at a public junior college in 1965-66 indicated that 21 percent of the students changed their intended major between time of application and registration, and if those who were undecided were included, more than one out of every three adviser assignments would be inaccurate by the time of registration. A somewhat less convenient but more useful method might be to send each accepted applicant a questionnaire two weeks prior to registration asking if they plan to attend and what their intended major will be. This procedure should overcome some of the instability of the earlier choice.

Gelwick, B. P. Training faculty to do career advising. Personnel and Guidance Journal, 1974, 53, 214 - 217.

A project was conducted at Stephens College to train faculty advisors to include lifelong career guidance in their academic advising. The project was based on the assumptions that vocational exploration and establishment takes place during late adolescence and early adulthood; that nonpsychologists can be trained to aid others in personal and human development; that people are more willing to be risk takers in groups; and that they learn from interaction.

Faculty advisors and doctoral interns in counseling psychology (trainers) participated in a training program before setting up a one day group marathon with students. The project was evaluated by feedback sessions with faculty and trainers and by student questionnaire. The response was enthusiastic. Some changes in the decision making portion of the program are planned, but it was recommended that all faculty advisors receive similar training.

Glennen, R. E. *Faculty counseling--an important and effective aspect of student development*. Notre Dame, Ind.: University of Notre Dame, 1971. (ERIC Document Reproduction Service No. ED 057 368)

This report presents the outlines of a unique counseling program offered to freshmen at the University of Notre Dame. The 10 faculty counselors advise and attend to the interests of each student to help them make a better transition from high school to college. The program emphasizes effective and continuous counseling and testing. Aptitude, interest, and achievement tests are administered throughout the school year, and students are given individual help in their attempts to meet and conquer the problems of academic life.

With no changes in admissions requirements and with the mean SAT scores remaining constant from year to year, the results since the inauguration of the program become increasingly significant: (1) the attrition rate has dropped by 33% per year; (2) there has been an increase in the number of students on the dean's list; (3) there are fewer students dropping courses and withdrawing during the academic year; (4) more students have been assigned to advanced placement and honor courses: and (5) there has been an increase in the number of students allowed to undertake those independent study programs which best fit their abilities.

Glennen, R. E. Intrusive college counseling. *College Student Journal*, 1975, *9*, 2 - 4.

The University of Nevada, Las Vegas, approved the establishment of the University College to house all entering freshmen and transfer students. Faculty were recruited to counsel students using an intrusive approach. Faculty counselors began by calling in students to establish rapport, explain academic regulations, grading systems and so on. When mid-term grade reports were turned in, students receiving deficiencies were asked to see their counselors for the purpose of helping them reverse their academic fortunes. However, the counseling program did not just concentrate on those students who were on probation or receiving low grades.

The results of the program included a reduction in academic attrition, probation, suspensions and withdrawals, and an increase in Deans Honor List and "B" average achievement. The conclusion was that colleges must not sit back and wait for students to come for advice and counseling. They must use intrusive counseling.

Hadley, E. E. Helping faculty advisers deal with vocational indecision. Vocational Guidance Quarterly, 1975, 23, 232 - 236.

The counselor needs to approach the academic adviser to offer his help. Vocationally undecided students make many advisers uneasy. The adviser needs to know when not to try to get such a student into "something" at a time when alternatives should be weighed, and when to refer him to other campus resources. Studies now suggest that undecided students are not as exit-prone as was true earlier. Academic advisers need to be prepared for an expanded role. Counselors may never get the opportunity to make suggestions if they remain in their offices buried in an avalanche of appointments.

Hallberg, E. C. Realism in academic advising. Journal of College Student Personnel, 1964, 6, 114 - 117.

In view of the changing state of higher education it is necessary that the faculty advising system also change. Some of the problems encountered in revising and the directions of change are discussed.

Problems cited are: broadening the faculty and administration conception of instruction to encompass advising, reward for advising, the students' misconception of the role of the faculty adviser, and adequate advising loads for faculty.

Suggestions for change include a single college coordinator of advising and divisional or school coordinators, a faculty committee to legislate policy of instructional significance, planned contacts and accountability between faculty and advisees, a system to communicate necessary information and thereby allowing students greater responsibility, and the reduction of clerical tasks performed by faculty.

Hardee, M. D. Faculty advising in contemporary higher education. *Educational Record*, 1961, *42*, 112 - 116.

The changing image of the faculty member as adviser and the rise of the student personnel worker has led to a need to achieve a higher degree of integration between student personnel services and instructional programs. The best "integrator" of the two areas may be that of systematic faculty advisement.

Some stereotypes of faculty advising have tended to gloss over the true dimensions of advising. It is a tridimensional activity consisting of: 1) discerning the purposes of the institution, 2) perceiving the purposes of the student learner, 3) postulating the possibilities for the student as a learner, and promoting these as means are available. In the process it becomes obvious that the faculty adviser who is a teacher is also a learner.

Hardee, M. D. *Faculty advising in colleges and universities*. Washington, D. C.: American College Personnel Association, 1970.

The role of the faculty adviser is defined as a tridimensional activity involving knowing the purposes of the institution, understanding the purposes of the student, and facilitating the student's learning. Specific tasks are discussed. The advising program is outlined, with suggestions for insuring its success. Examples of actual programs are compared.

Based on skills needed to fulfil the role of the adviser, inservice education activities are recommended. The program at Stephens College is presented as a model to follow. The evaluation of the faculty advising program should begin with the objectives. Have they been fulfilled? The measurement of change in the behavior of the advisee is the focus. Student perceptions and student performance are the foremost considerations. Some predictions for the future of advising are included: computer-assistance, peer counseling, self-help, and advising in the student residence area.

Ingram, C. F. An investigation of instructing and advising competencies of special education professors. *Dissertation Abstracts International*, 1974, *35*, 2083A - 2084A.

The first phase of this investigation was aimed at the determination of instructing and advising competencies as perceived by special education professors, graduate, and undergraduate students. During the second phase, an evaluation of the relative importance assigned to each competency by these three groups was conducted.

Competencies were identified by a questionnaire developed by using the critical incident technique. The categories of competencies were then ranked by the subjects.

Data analysis resulted in the following conclusions: professors and students agreed moderately on the relative values of categories of instructing competencies; graduate and undergraduate students had a low degree of agreement in terms of the value they assigned to categories of instructional competencies; students differed from professors on the value they assigned to categories within the instruction area, indicating a source of conflict between students and professors which could inhibit the effectiveness of the learning situation; students at different levels of educational development appear to have differential perceptions about their instructional needs; graduate and undergraduate students totally agreed in how they ranked advising categories. The investigation contributed to the information available about the advising process.

Jones, R. L., Jr. A suggested training program for academic advisers. Journal of College Student Personnel, 1963, 4, 186 - 187.

Academic advisers are not pictured in the role of a guidance functionary. Instead, they are seen as administrative figures, performing a routine responsibility for the school, not for the student. Another factor is that most academic advisers are reluctant to establish student-faculty relationships because of a lack of knowledge of the area into which they may soon be treading.

To bridge the gap, academic advisers must be trained. Lack of faculty time dictated a simple training program, one perhaps of four sessions to be conducted primarily by staff members of the Dean of Students Office and counseling center personnel. A program covering counseling techniques, utilization of records, mental health, and referral sources is briefly outlined.

Kamm, R. B. The faculty and guidance. Journal of College Student Personnel, 1964, 5, 220 - 225.

The number one mission of an institution of higher education is academic and the role of the student personnel program is largely supportive, to help in the realization of academic goals. Students are central in the academic enterprise. There needs to be a unity, a oneness in the total educational effort of a campus.

The teacher counselor, by virtue of his unique opportunities for guidance, plays an especially basic and significant role. Academic counseling is primarily the responsibility of academic personnel, of teacher-counselors. There is a need for simplicity of organization and structure of the academic counseling program. Counseling can never be done routinely or impassively. Teacher-counselors have unique opportunities to assist students in the shaping of values. The above observations are discussed and submitted for consideration.

Kranes, J. E. University teacher-advisement of the young undergraduate. Journal of Educational Sociology, 1960, 33, 335 - 338.

Each year certain patterns of behavior inevitably emerge among students in their early years at the university. Some teachers insist that these students are adult and should be on their own. Others treat the students as if they were still in elementary and high school. Careful attention can be given to the undergraduate, without lowering academic standards, which will help him to become an independent adult.

Some student problems are discussed along with ways the advisor can help. The advisor is defined as the university teacher who has some part of his teaching load given over to counseling undergraduate students. Some desirable qualities of an advisor include being able to accept others, not reading his own feelings into the student, and being able to take a firm and objective stand. For all students, good advisement should lead to self-administration.

Krapf, E. E. Involvement of faculty members as advisers to students in private and church-related colleges. Dissertation Abstracts, 1969, 29, 2528A - 2529A.

A Faculty Involvement Questionnaire was developed and sent to 203 colleges. More than 90 percent were completed and returned. The questions pertained to areas of faculty involvement in student advisement, trends toward more or less involvement, kinds of compensation, faculty interest in advising, reasons for trends, and recommendations to supplement or replace faculty advisers with full-time student personnel specialists.

The data revealed that all the institutions had faculty members participating in student advising; only seven institutions provided monetary compensation while nineteen gave faculty advisers reduced teaching loads; recommendations to supplement or replace faculty advisers with full-time counselors ranged from 37 percent in advisement of freshmen to 70 percent in the area of personal problems.

Change factors included: too many demands on time of faculty, changes in educational philosophy and curriculum, rapid increases in student enrollment, student unrest, and the development of specialization in student personnel services. Recommendations for further research were made.

Lynch, R. C. Effects of attending behavior microtraining on college faculty advisors. Dissertation Abstracts International, 1975, 35, 6480A - 6481A.

The impact of three methods of teaching attending behaviors (i.e., eye contact, attentive body posture, verbal following, and listening) to faculty advisors at a community college was investigated. Forty advisors were assigned to one of four treatment conditions, including a no-treatment control group. After the treatments, each of the advisors conducted a ten minute advising session with a student coached to portray an advisee with an educational indecision problem. These sessions were videotaped and behaviors were counted. After the sessions advisors rated themselves and were rated by advisees on an attending behavior questionnaire and the Counselor Effectiveness Scale.

Advisors in the treatment groups did not significantly differ from advisors in the no-treatment group. Some reasons for the lack of training impact were advanced: treatment was not powerful enough to alter advisors' habits, and advisors had no time to practice the behaviors during training. Further studies were recommended.

Melville, G. L. AWR: admission with reservations. Galesburg, Ill.: Knox College, 1966. (ERIC Document Reproduction Service No. ED 026 960)

Admission with Reservations (AWR) is a common phenomenon at some US colleges where students with poor academic records are enrolled as an economic necessity of the institution. These students, unable to meet course requirements, usually drop out of college in their first year.

The freshman class entering Knox College in Fall 1963 included 24 AWR students who either (1) had an average SAT below 425, (2) had an average SAT below 520 and did not rank in the upper quarter of their high school class, or (3) ranked in the lower half of their high school class. A year later, 50 AWR students in the entering freshman class were referred to certain faculty members for special academic advising, and were offered a different course combination from the one taken by the 1963 group.

Only 4 of the 1964 group have been dropped from the college, compared to 10 of their 1963 counterparts. None of the students in either group earned a B average in any one year, but the 1964 AWR students' chances of academic success were greatly improved.

Results of this experiment suggest that admitting marginal students at their own risk and placing them in "special" or "filler" categories usually leads to failure, but that faculty counseling and course patterns that meet individual needs in the first semester of the freshman year can raise academic performance to a satisfactory level.

Moore, G. D. Faculty advising and professional counseling--no conflict. NASPA Journal, 1965, 2(3), 18 - 21.

Increased enrollments have forced more interest in studying the college student and his environment. Along with it has come the increase in specialization and professionalization of services to the student. This may lead to a tendency for faculty members to abrogate one of their basic responsibilities of advising students. This paper suggests that there is a role for both.

The importance of the relationship between teacher and learner is based on the impact the teacher makes on the student, and the strategic position of the teacher to stimulate students and meet with them as an interested person.

Professional counseling must be available because the stress of the environment will at times cause anxiety. Such counseling will help the student learn about himself. Both kinds of programs need further development.

Morehead, C. G., and Johnson, J. C. Some effects of a faculty advising program. Personnel and Guidance Journal, 1964, 43, 139 - 144.

Two groups of male electrical engineering freshmen, 178 Control (C) and 48 Experimental (E), were exposed to different faculty advising programs to determine the effect on academic achievement. C's had the regular advisement program which was less systematic than the E program; either program was one that any interested faculty member could conduct, and was neither intensive advising nor professional counseling.

The summary of results showed that E's had a significantly higher grade-point average for the spring semester and for the full year but a less significant difference for the fall semester. A significantly greater proportion of E's than C's were high achievers, while C's had a significantly greater proportion achieving at the average level. E's had an insignificantly smaller proportion of dropouts. C dropouts had a significantly higher predicted grade-point average than E dropouts. Findings indicated that the experimental advising program achieved significant results in a year's time.

Ravekes, J. E. Development and evaluation of Essex Community College's revised academic advising system. NASPA Journal, 1971, 8, 237 - 242.

The purpose of this study was to evaluate the previous faculty advising system, to develop and implement a new advising system, and to evaluate the new system after one semester. Under the old system, the majority of students were assigned advisors who did not represent the student's major field, and most faculty advisors had students outside their field or who were undecided. The revised system allowed continuing students to choose their own method of advisement; it designated certain faculty members as advisors; and it provided self-advising curriculum guides.

Students filled out a questionnaire and faculty and students participated in structured interviews as a means of evaluation. The general reaction was very favorable, but, based on expressed opinions, some areas needed to be strengthened.

Recommended student counseling referral procedures for faculty and house directors. Bryn Mawr, Pa.: Harcum Junior College, 1967, (ERIC Document Reproduction Service No. ED 032 884)

This report outlined a referral procedure to facilitate communications among faculty guidance-advisors, house directors, and the student personnel service division technical staff who provide student counseling assistance. Three basic types of referrals were discussed, namely self-referrals. Guidelines were provided for the faculty advisors and house directors on how to deal with students requiring counseling services and how to determine when the various methods of referral are appropriate.

Reitz, E. S. Faculty mentoring of undergraduates at City College. A paper presented at the annual conference of the American Society for Engineering Education, Ft. Collins, Colorado, June 1975. (ERIC Document Reproduction Service No. ED 119 977)

In an effort to meet the diverse interests of the students and to move away from a rigidly structured curriculum, the Civil Engineering Department at the City College of New York has offered the civil engineering student an elective program that incorporates engineering and science electives as well as liberal arts electives. It was readily apparent that students could not be left to their own devices without being seriously impaired by taking unsatisfactory packages of electives.

A pilot program was established by the Civil Engineering Department, with the assistance of the Office of Curriculum Guidance, to establish faculty mentors for all civil engineering students from upper freshmen to upper seniors. A primary objective of this program was to help improve the retention of engineering students. Faculty members were charged with the task of aiding the students in the task of selecting a program for successive terms which would lead to the successful completion of a Bachelor of Engineering program. He explains to the student the procedure for electing liberal arts electives, the restraints on the scope of the student's alternatives and the selection of the alternative civil engineering elective packages. At present, the other departments in the School of Engineering are implementing similar faculty monitoring systems.

Rossmann, J. E. An experimental program for the advising of freshmen; final report to the Louis W. and Maud Hill Family Foundation. St. Paul, Minn.: Macalester College, 1966. (ERIC Document Reproduction Service No. ED 011 675)

A 2-year study of college faculty advising with selected freshmen students was studied at Macalester College. Six specially selected and prepared faculty members were given released classtime to be more available to the students assigned to them. The hypotheses were that such an advisory system would result in (1) greater retention of students, (2) higher grade point averages, (3) higher scores on academic orientation on the Omnibus Personality Inventory, (4) higher scores on scholarship and community awareness on the College and University Environment Scales, and (5) a greater satisfaction of students with their college and advisors.

The findings showed no significant differences between the 120 students in the special program and a similar sample of other students. Possible reasons suggested for the lack of impact of such a program were a changing student body and the need for advising to be tied more closely to the curriculum. The implications of the study were that faculty members should become specialists in academic advising and that colleges use upperclassmen as freshmen advisors. A number of questions are suggested for future research on advisor programs.

Rossmann, J. E. An experimental study of faculty advising. *Personnel and Guidance Journal*, 1967, *46*, 160 - 164.

This study examined the effect on a group of college freshmen of releasing faculty members from part of their teaching assignment to devote more time to academic advising. 60 men and 60 women were randomly selected from the Macalester College freshman class and were randomly assigned to 6 faculty members, each of whom was released from 1 of the 3 courses he would ordinarily have taught. The remaining 400 freshmen, whose faculty advisers had a full teaching load, were the control group.

Data indicated that the students in the experimental group were more likely to discuss course planning, career planning, and study problems with their advisers. There was a slightly higher retention rate among women in the experimental group, and there were significant differences on two scales of the College and University Environment Scales between experimental and control group women. No differences were found between the 2 groups in grade-point average.

Rossmann, J. E. Released time for faculty advising: the impact upon freshmen. *Personnel and Guidance Journal*, 1968, *47*, 358 - 363.

During the academic years 1964-65 and 1965-66, six Macalester College faculty members were given released time to devote to academic advising. One hundred-twenty "experimental group" freshmen were randomly selected from the classes entering Macalester in the fall of 1964 and 1965 and were assigned (10 men and 10 women) to each adviser. The remaining freshmen in each class comprised the "control group" and were assigned to advisers with full teaching loads.

Data collected in the spring of 1966 indicated that the students in the experimental group were more satisfied with their faculty advisers, but there were no significant differences between the two groups on: (a) rate of retention; (b) grade point average; (c) level of aspiration; (d) satisfaction with college; (e) perception of the campus. Data collected at the end of the sophomore year suggested that members of the experimental group were more satisfied with their present career choice than were the control group students.

Sanborn, C. H. Relationships between level of interest of faculty advisers in advising students and selected advising experiences as reported by advisees at the community college level. *Dissertation Abstracts International*, 1973, *34*, 589A.

The Professional Activity Inventory for College Teachers, developed by Earl A. Koile, was administered to a sample of faculty members.

Higher scores on the instrument indicated more interest in faculty counseling activities. Advisees were mailed a questionnaire constructed for the study. Some demographic data concerning both faculty and students were obtained from institutional records.

Significant relationships were found between the advisers' inventory scores and the degree program of the advisees. Because the combination of variables studied accounted for only a small percentage of the variance, no generalizations about the relationships were made.

Sanborn, C. H., and Taylor, A. L. Predicting faculty interest in student advising in the community college. Research in Higher Education, 1975, 3, 67 - 75.

The primary purpose of this study was to identify any significant relationships between a measure of faculty interest in counseling activities on the Professional Activity Inventory for College Teachers (PAICT) and nine selected student advising experiences. The research setting was a community college of 12,047 students. A stratified, random sample of full-time faculty was selected to complete the PAICT measure, and a cluster random sample of their students were used to obtain self-reported experiences of the advising activities.

Only 11 percent of the variance was accounted for between the faculty PAICT scores and the self-reported advising experiences of their students. There was 17 percent of the variance accounted for between faculty PAICT scores and eight personal characteristics of their students. The findings indicate that the faculty interest in advising does not affect the way students are advised.

Schoenherr, C. W. Strengthening the freshman faculty counseling program at Wheaton College, Wheaton, Illinois, through a faculty-student action research group. Dissertation Abstracts, 1965, 26, 179 - 180.

An action research group composed of four faculty members and four students was formed to study the faculty counseling program. Its first task was to find the level of attainment of the existing program. This was done by means of a questionnaire completed by freshmen and through interviews with freshman faculty counselors. From these sources the weaknesses of the program were identified. Various changes were made during the following year and questionnaires and interviews were once more employed. Differences between the responses for the two years were studied.

The conclusions indicated that the freshman faculty counseling program had reached a plateau in its development and the changes did not appreciatively strengthen the program. The group concluded that a more drastic change needed to be considered, one which would integrate the student counseling efforts with the faculty counseling program. Such a pilot program is now in operation and will be evaluated.

Schwarz, D. G. Identification and analysis of the advisor-student interpersonal relationship. Dissertation Abstracts International, 1972, 33, 2135A.

One hundred seventy one students and fifty one faculty advisors were included in this study. Carl Rogers' theory of therapy and personality change served as the theoretical framework. Rogers hypothesized that in counseling situations it is the counselor's contribution of congruence, empathy, positive regard, and unconditionality of regard which determines the quality of the interpersonal relationship. Data regarding the student and faculty expectation and student experience of their interpersonal relationship were secured through use of the Barrett-Lennard Relationship Inventory.

The evidence indicated that the students and faculty advisors expected and students experienced a positive interpersonal relationship. Expectations of advisors and students were statistically similar but the students' level of experience was significantly lower than the level of expectation. The students' experience of quality in the interpersonal relationship was related to the frequency of advisor-student meetings. Conclusions, implications, and recommendations were presented for further study.

Seligsohn, H. C., and Kimmel, E. B. Teaching faculty members as academic advisors. Journal of College Student Personnel, 1975, 16, 160.

Academic advising is in many ways, as significant to the student's education as good instruction. It is important, then, that those who carry out this function find that outstanding performance in this area is rewarded appropriately.

Faculty members were selected for a summer orientation program and given 20 hours of training. The program was successful and the opportunity for future summer employment was an effective incentive for this often unrewarded extra activity. There is informal evidence that letters of recognition of the work of individual advisors sent to deans and department chairs were used by departmental faculty committees to support recommendations for promotion.

Shepard, E. L. Specialization in faculty advising. Journal of College Student Personnel, 1974, 15, 514 - 515.

When Stephens College evolved from a two-year college into a bachelor degree-granting institution, the function of the faculty adviser became more complex and specialized. The advisory system needed to be reorganized to meet the needs of present students, the new stance of the college, and the emerging image of today's young woman.

Under the new plan faculty advisers divided themselves into three groups: freshman advisers, area or departmental advisers, and general advisers. Coordination for inservice faculty training was centered in an appointed committee of faculty and students chaired by the Director of Counseling Services.

Several advantages are: freshmen have advisers who prefer working with first year students, upper-class students have greater freedom of choice in selection of their faculty adviser, and faculty have greater freedom of choice in regard to their area of advising.

Winston, E. V. A. Advising minority students. Integrated Education, 1976, 14(4), 22 - 23.

Minority group students want to establish especially close, demanding, and dependent relationships with their academic advisors because such students face many adjustment problems and, on predominantly white campuses, financial and remedial programs are generally deficient as ethnic centers and orientation programs. However, minority students and academic advisors frequently have very different perceptions regarding the functions of the university and the role of the student.

It is in the interest of the university to provide incentives for faculty if it wants them to acquire the expertise necessary for effectively advising minority group students and effecting better interpersonal relations. The faculty member must broaden his role to include not only limited academic advising but counseling in a broader sense. Minority students must avoid stereotyping and patronizing their counselor. We need a tripartite approach to the problem which at present is perceived as a matter of alienating encounters between individual faculty persons and individual students.

Witters, L. A., and Miller, H. G. College advising: an analysis of advisor-advisee roles. Journal of the Student Personnel Association for Teacher Education, 1971, 9, 36 - 40.

A survey of about 300 students and 14 staff members in one department of a major university revealed some interesting data about advisor-advisee relationships. The objective was to investigate four areas: (a) student expectations of college advisors, (b) characteristics of good advisors, (c) student roles in advising process, and (d) faculty relationships.

The study disclosed that advising was restricted to academic-educational guidance. Staff members felt a need to expand these relationships to personal, social, and vocational guidance. In view of student demands for more relevant learning experiences, the present system of advising should be reevaluated. Some suggestions include employing full-time counselors to handle academic advising, establishing group guidance sessions, making advising a part of the regular teaching load, and expanding staff member responsibilities.

OTHER FACULTY-STUDENT RELATIONSHIPS

Alberti, R. E. Influence of the faculty on college student development. Journal of College Student Personnel, 1972, 13, 18-23.

The literature of higher education contains no specific evidence to demonstrate that close relationships between professors and students actually have any measureable impact upon student growth. Since the assumption that students should benefit from close contact with their professors is basic to such programs as faculty advising, a systematic investigation of the effects of such relationships on college student behavior was undertaken.

Six groups of five students met with a faculty member regularly, three groups met without a faculty member, and the remainder of the sample served as a nonparticipant control group. Student participant behavior was pre- and post-tested on the Omnibus Personality Inventory. Faculty participants completed a faculty-student social distance scale, the results of which were compared with those of the total faculty population of the college. Follow-up interviews were also held with the students.

The principle finding was that while most faculty-student interaction has little measureable impact upon students, when a faculty member is selected because of his particular strengths to interact with students who are seeking his particular competence, measurable student behavior change may be effected. A haphazard, catch-as-catch-can approach to interaction is of questionable value.

Coyle, T. H. Students expect teachers to do more than teach. Journal of College Student Personnel, 1971, 12, 58 - 61.

This article focuses on college students' views of instructional personnel as sources of assistance in particular problem areas, and the implications for student personnel workers who are responsible for counseling and advisory services. A sample of students were surveyed concerning their estimates of the counseling and advisory services, their sources of assistance, their personal concern with particular problems, and recommendations for improvement of the services.

In five problem areas some students chose the instructor as the first source of help. Their choices demonstrated an expectation of help from teaching faculty whether or not they have been given formal or counseling responsibilities. Student personnel workers would do well to look again at the people on campus who may have the most influence on students: their instructors.

Dilley, J. S. Student-faculty noncommunication. Journal of College Student Personnel, 1967, 8, 282 - 285.

A study by the author indicated that, given a sample of undergraduate liberal arts faculty, about 50 percent is accessible for student-faculty communication. A faculty member was classified as accessible if his name and office number appeared on a building or faculty directory, his office could be physically located and was identifiable by directory information, his hours were posted or available through the appropriate secretary, and he was present in his office during that time. An even smaller percentage of graduate teaching assistants was accessible.

Two other studies indicated that a great many students do not attempt to contact faculty members even when they know the faculty members are available. The first evidence for this assertion came from weekly records of the number of student-initiated contacts as reported by staff, faculty, and teaching assistants who were judged accessible. A second experimental study corraborated the findings.

Noncommunication apparently is caused in part by faculty inaccessibility. It also appears to be caused in part by lack of student desire, though during interviews conducted in the experimental study, many students talked to the interviewer at considerable length about personal plans, academic problems, and so forth. It was concluded that students do not perceive faculty members as the "right person" to talk to. There may not be much benefit to out-of-class student-faculty contact. Thus there may be little point in trying to get them together, especially when both parties seem to resist.

Myers, K. E. College freshmen: a faculty responsibility. Improving College and University Teaching, 1964, 12, 9 - 10.

College faculty members must accept the major responsibility in providing a new and worthwhile environment for freshmen. Faculty members who teach freshmen should be selected from the best qualified members of every department; they should receive counseling training and small groups of freshmen should be assigned to each teacher for counseling. The teacher-counselor should be available to his group as a confidant and friend as well as a symbol of administrative authority. He should also be aware of problems common to freshmen at their college. The college administration has a responsibility to take certain actions to ensure success of the freshman program.

Wellner, W. C. Faculty-student relations and the student personnel program of the public junior college. Dissertation Abstracts, 1967, 27, 3686A - 3687A.

The concern of this study was to discover college characteristics, over which the student personnel worker might exercise some control, which seem to influence or have relation to faculty-student relationships within the college.

Responses to an index of faculty-student relationships were obtained from a student sample. Statistical data about the colleges and their student personnel programs were gathered by questionnaires. Interviews were conducted with the chief administrator and personnel workers at selected colleges. The index and interviews were concerned with the implementation, planning, and evaluation of various student personnel functions with emphasis on the participation of teachers in areas which held promise for bringing teacher and student into a relationship with each other.

It was recommended, on the basis of the findings, that student personnel workers should: seek to actively involve faculty in decisions regarding their area of involvement and to enlarge this area; attempt to obtain a greater voice for faculty in the affairs of the college; utilize faculty student advisers and expand their role through in-service training; try to obtain a high proportion of full-time teachers; and strive to lower the ratio of students to full-time personnel worker.

Wellner, W. C. Faculty-student relations in the public junior college. Journal of College Student Personnel, 1969, 10, 152 - 155.

This study was designed to explore the structure and general level of junior college students' perceptions of faculty-student relationships on their campuses. It also compared the individual participating campuses.

A sample of students in 19 junior colleges in Illinois were given the Faculty-Student Relations Index, Form A 166, and their responses were factor-analyzed. A similar set of three factors emerge: faculty-student rapport, faculty acquaintance with students, and student-centered teaching.

Junior colleges have claimed that among institutions of higher education they have the greatest personal interest in students. The results showed that considerable differences exist among campuses. A need for further research to seek the underlying causes for such differences is indicated.

ADVISING BY STUDENTS

Aschenbrenner, A. J. The role of upperclass students as academic advisers for college freshmen. Journal of College Student Personnel, 1963, 4, 184 - 186.

Since students "give advice" to other students, it would increase the validity of the information if selected upperclassmen were trained to advise freshmen. At the same time, the student advisers should profit from the leadership experience. Such a program is carried on at the Kellogg campus of the California State Polytechnic College. The system brings more personnel into advisement services and frees faculty from the programming function.

Upperclass advisers are carefully screened and trained. They help freshmen with academic problems, class scheduling, program planning, and registration. They are not expected to counsel freshmen in depth, but to refer them to counselors. The relationship between the college counselors and the upperclassman advisers is a cordial one. The counselors work with department faculty in training the advisers and in coordinating the academic advisement program.

Brown, C. R. *Evaluation of a college curriculum advisory program utilizing student advisors*. Pocatello: Idaho State University, 1972 (ERIC Document Reproduction Service No. ED 063 906)

This study was designed to evaluate the viability of using students as academic advisors for freshmen students and to document the process of the advising program at Idaho State University. Results show that students advised by students did as well academically and had a lower dropout rate than students advised by faculty. Descriptions of advisor behaviors and characteristics did not add appreciably to prediction of academic achievement but did predict the students' attitudes toward their advisors. The most outstanding characteristic of the program was the lack of utilization of the advising system by students and the variability in the application of the system. Recommendations for improving the Idaho State University advising system are included.

Brown, W. F. Student-to-student counseling for academic adjustment. *Personnel and Guidance Journal*, 1965, *43*, 811 - 817.

Two samples of 216 students, each containing 108 males and 108 females, were selected from the 670 full-time freshmen entering the Southwest Texas State College in fall 1960. Students in the control (uncounseled) sample were individually matched with those in the experimental (counseled) sample on sex, high school quarter rank, high school size, scholastic ability, and study orientation. Experimental subjects were organized into 54 counselee groups, with the four freshmen in each group being carefully matched. Six upperclassmen, three males and three females, were randomly assigned as counselors to same-sex counselee groups.

The test-retest differential for counseled freshmen was significantly higher on measures of study behavior. Counseled freshmen earned grades averaging one-half letter grade and 8.3 quality points higher during the first semester.

Command, E. M. An experimental study on the effectiveness of using peers for freshman orientation and academic advisement. *Dissertation Abstracts International*, 1974, *35*, 209A - 210A.

Comparisons were made among freshman programs of orientation, of academic advising, and combined programs using professional counselors, faculty advisors, and/or student advisors. The sample was drawn from students applying to Highline Community College, Fall 1972. They were randomly selected, forming nine groups of 20 students for each of the experimental groups, for a total sample of 180.

Assessment was based on how well the experimental treatments assisted students to achieve at a high academic level, to select courses appropriate to their academic goals, to select realistic class loads, to persist in college, to use college resources provided to aid them, and to have a satisfying college experience. Analysis of the data yielded the conclusions that the use of student advisors in the programs produced no significant differences in the programs' effectiveness.

Hartmann, E. L. The effect of upper-class student advisers on the academic performance of high risk freshmen. Dissertation Abstracts International, 1972, 33, 156A - 157A.

The effect that the use of upperclassmen as advisers for freshmen had on the freshman grade point average (GPA) and retention rate was investigated. It was hoped that these advisers would be able to aid freshmen in their adjustment to the college environment whether it concerned social, cultural, or academic adjustment.

A random selection was made of 435 students who were in the lower third of the incoming freshman class and who were single, had completed high school the previous spring, were first-time fall enrollees, and were enrolled in one of five university divisions. Two control groups were selected also.

Analysis of the data did not reveal any positive effect by student advisers on either the GPA or the attrition rate of freshmen. The advisers used in this study were given relatively little training and worked in an unstructured atmosphere. They felt uncomfortable when no specific guidelines for procedures were required. Additional research emphasizing more structure for the advisers would be worthwhile.

Lewis, W. S., Jr. Self-advisement techniques used in conjunction with group and individual academic advisement. Dissertation Abstracts International, 1972, 32, 4956A - 4957A.

This study investigated the effects of a self-advisement handbook upon student attitude toward advisement, student knowledge of academic programs, and student choice of courses when the handbook was used in conjunction with individual, group, and self-advisement.

A random selection of 283 entering freshmen who attended early orientation in July, 1971, were grouped as follows: I - group advisement with handbook; II - group advisement without handbook; III - individual advisement with handbook; IV - individual advisement without handbook; V - self-advisement with handbook. After advisement students completed two inventories, a Semantic Differential attitude scale and a knowledge inventory.

Significant relationships among the groups implied that during orientation periods group advisement procedures are superior to individual advisement in knowledge gained and the appropriateness of the course students choose; self-advisement via a handbook is superior to advisement by an individual advisor; and academic advisement with a handbook in a group situation is the most economical and efficient way of advisement.

McCoy, R. D. Academic self-counseling: does it work? Personnel and Guidance Journal, 1972, 50, 834 - 835.

Because the academic needs of the incoming freshmen of this growing commuter university were not being met, the Counseling Center and the Junior Division at Louisiana State University in New Orleans developed a Scheduling Kit. Prospective Junior Division students obtained the Kit by means of returning a coupon accompanying the form letter which was sent after the student's application, transcript, and ACT scores were received.

The Kit contained a Catalogue, AID, and a Scheduling Work Sheet. The student used these components to build a schedule of courses which was checked by the Junior Division or an adviser. Consultation was available if necessary. The student was notified to retain all the materials for future reference.

A follow-up study indicated that the time required to complete the Kit averaged two hours per student, errors were few, and remedial students performed as accurately as did honor students.

Sander, D. L. Experimental educational advising in men's residence halls. Personnel and Guidance Journal, 1964, 42, 787 - 790.

Traditionally dormitory staffs have emphasized the enforcement of rules and regulations. Emphasis in more recent years has been placed on the development of educational programs within residence halls and the providing of advisory services which would contribute to the maximal academic achievement of the student residents. This study examined the effectiveness of such advising for freshmen and compared individual advising with group procedures.

Three treatment groups were set up. Group A members received four one-hour individual interviews, each with his resident adviser. Group B participated in four one-hour group sessions. Group C received no special educational advising. No significant differences were found among the groups for the three criteria of effectiveness: academic achievement, persistence in college, and change in accuracy of self-perception. Further attempts to measure the long-term effectivenss of educational advising by dormitory advisers was recommended, involving advisers who are fully trained at the master's level in counseling.

Upcraft, M. L. Undergraduate students as academic advisers. Personnel and Guidance Journal, 1971, 49, 827 - 831.

Justin Morrill College, a new experimental college at Michigan State University, had an especially urgent need to have a good advising program because it attracted a large percentage of students who were undecided about what they wanted to be. Faculty advising was ineffective because faculty could not (or would not) keep up to date on programs and procedures, and many faculty were part-time and there was a high rate of turnover. Thus only students who had chosen a field or were aggressive enough received adequate academic and career advising.

A program was initiated in which upperclass undergraduate students would serve as advisers to freshmen. These academic assistants reported to the director of student relations. Their role was the same as the typical faculty adviser.

The overall evaluation by students, faculty, and assistants was positive. Two problems remained: getting more students to take advantage of the advising, and strengthening the relationship between the academic assistant and the faculty. A possibility was raised that other university services might also benefit from the students-helping-other-students concept.

Wharton, W., McKean, J., and Knights, R. Student assistants for faculty advisers. Journal of College Student Personnel, 1966, 7, 37 - 40.

In order to help improve freshman advising, student leaders at Allegheny College offered to obtain volunteers from among responsible juniors and seniors to assist faculty members in the mechanics of registration. The volunteers were culled during spring term and matched with the faculty members who chose them as assistants. Each adviser and his assistant then met to discuss plans for the fall freshman conferences.

During freshman week, after another briefing, the assistants attended the various activities with the advisers and small groups of freshmen. During actual registration the assistants handled the details of scheduling, freeing the faculty adviser for more in-depth advising.

Evaluation yielded unanimous agreement on the part of all concerned that the program should continue. The assistants played a major role in putting freshmen at ease and in saving faculty time. In addition, the program contributed to increased mutual respect between faculty and students.

Zultowski, W. H., and Catron, D. W. Effects of peer-advising on changes in freshman perceptions of their college environment. *Journal of Educational Research*, 1976, *69*, 293 - 295.

An experimental peer-advising program was used to test the hypothesis that the "peer group effect" is a major influence on the characteristic shift which occurs in the early college environmental perceptions of incoming freshmen. Two matched groups of 51 peer- and 51 faculty-advised freshmen were administered Stern's College Characteristics Index (CCI) on a five month pre- and posttest basis.

The results showed minimal support for the hypothesis--that the peer-advised freshmen would show more of the characteristic changes sooner than faculty-advised freshmen. It is possible that the students should have been tested earlier in their college career since changes in their perception may already have begun before the CCI was first administered. Another uncontrolled influence resulted from the fact that faculty-advised students may still have informal "advising" from upperclassmen. It is difficult to imagine a situation in which freshmen are isolated from upperclassmen, but such a study is needed before contact with upperclassmen can be pointed to as the cause of characteristic changes in early freshman perceptions of the college environment.

ADVISING CENTERS

Baxter, R. P. A study of the emergence and functioning of academic advising centers within academic units of major universities. *Dissertation Abstracts International*, 1971, *32*, 731A.

A centralized academic advising center was defined as an office or group of offices which function to assist students with questions on academic curriculum or course-work planning. They are considered as a contrast to the traditional form of academic advising performed by teaching faculty members.

Five basic areas of development for the survey questionnaire, which was sent to directors of advising centers, were identified: 1) the beginning or history of advising centers, 2) the present organization, 3) authority and responsibility, 4) procedures and functions, and 5) special or miscellaneous topics. Of 71 centers, 51 of the directors completed the questionnaire.

Findings indicated that the concept of centralized advising centers has broad applications to nearly all types of academic units of varying disciplines. Enrollment increases have played a strong part in the movement to remedy some existing problems in advising students. The majority of directors believe the centers were established due to certain pressures operating within the academic unit and on the teaching faculty rather than because of a concern for students and their problems. The dean's support within the academic unit is judged to be the most critical factor in a center's establishment. The advising programs of the centers were broad and well-coordinated.

Belle, R. L., Abraham, N. M., Wilcox , L., and Schoenfeld, C. A. Surveying and serving the non-degree-oriented university student. College and University, 1974, 49, 207 - 221.

The Office of Special Students (OSS) was brought into existence on the Madison campus of the University of Wisconsin in order to expedite the student who is non-degree oriented and to relieve various other offices of the assignment. It was partly in response to the increased work load felt in the deans' offices, but also in the recognition that many special students really do not need an academic contact in a school or college. As an admitting office, the OSS advises students, provides materials, reviews academic and job backgrounds, and performs other academic advising duties.

An OSS evaluation committee determined to gather as much information from the special student as possible, and also to query other University offices about their reactions. Three basic instruments were designed to acquire the information. The data indicated that the new office was well accepted by both the new students and the staff of other offices. At the same time, valuable information about special students was obtained.

Bonar, J. R., and Mahler, L. R. A center for "undecided" college students: doctoral students serve as paraprofessional advisors. Personnel and Guidance Journal, 1976, 54, 481 - 484.

The Advising Center for Undeclared Majors (ACUM) at Florida State University provides a noncoercive atmosphere in which students can explore possible academic and career areas. As each student is able to identify an appropriate major, he or she is transferred to a faculty advisor who has professional expertise in the chosen area.

Course selection is considered an important tool so more time is spent with each student to develop course schedules than in most other advising programs. These activities are mandatory. Other activities include personal interviews, referrals to other campus services, and group meetings focusing on vocational exploration, academic improvement, academic advising, or special programs. Special information resources have been developed and an in-house record-keeping system has been implemented.

Careful selection and training of the paraprofessional staff is critical to the success of the program. Extensive interviewing, background information, and ratings are required. Those selected engage in a thorough preservice and inservice training program. The disadvantages in using paraprofessionals are outweighed by the graduate students' valuable skills and their enthusiasm, and by the potential value of the experience gained in the program to their future employment. Advisees have expressed a high level of satisfaction.

Heller, H. L. Help for college underachievers: the Educational Development Center. Educational Record, 1968, 49, 233 - 236.

The Educational Development Center is a non-profit institution which is concerned with those students who reveal ability to succeed in college but who have failed to do so and have been dismissed. To help them, the Center offers a program sufficiently sophisticated to cope with many of the deep dysfunctions which underlie their poor scholastic performance.

The program has four major aspects: educational diagnosis and testing; remedial educational experiences; college placement, vocational, and psychological counseling; and the accumulation of data for research study on the causes of underachievement at the college level. Of the students who have completed the Center program and returned to college, more than 80 percent have performed successfully above the minimum required grade levels of the schools to which they returned.

Ivey, A. E. The academic performance of students counseled at a university counseling service. *Journal of Counseling Psychology*, 1962, *9*, 347 - 352.

Comparisons were made between two groups of students at Bucknell University, counseled and noncounseled, on improvement of semester grade point index over a one-year period. Academic performance can not be the sole criterion of counseling effectiveness, but in justifying or interpreting a counseling service operation to others it is an important one.

The findings revealed that the counseled students who remained at the university improved their semester grade point index significantly more than did noncounseled students. Self-referred students were more likely to remain in attendance than were students referred by faculty or the administration. Students who presented vocational and educational problems were less likely to withdraw than were students with personal-psychological problems. A trend which appeared was that students who came for counseling were more likely to withdraw, but, if they did remain, they were more likely to improve their marks than were noncounseled students. There was some indication that students who received long-term counseling were more likely to improve their grades than those who received short-term counseling. The findings do not necessarily mean that counseling *per se* helped students improve their marks, but they are suggestive that counseling as conducted in a university counseling center can be beneficial on the academic scene.

Schwartz, M. G. A study of the role and functions of the Under-Graduate Advising Office of the School of Education, 1972-73. *Dissertation Abstracts International*, 1975, *35*, 5874A.

This study focused on the results of change at the University of Massachusetts and the School of Education. The specific changes included: numbers of students; proliferation of academic departments, courses and special programs; new curricula and greater flexibility and freedom within requirements; and continually changing academic regulations. These changes created educational and other problems for students, complicating normal academic and educational problems by putting the major responsibility for determining their educational goals on the students while removing curricular and information structures which once acted as educational guides.

The Undergraduate Advising Office (UAO) was developed in response to identified needs of students and the institution. Its functions and structure were analyzed in this study. Student needs created by changes were identified through analysis of representative case studies of students and their problems. The case studies revealed the need for an advising structure which is integrated into the curriculum rather than separate from or outside it. The study concluded with recommendations for administrative and educational changes which have potential for improving the capacity of the UAO for meeting continuing and changing student and institutional needs.

Siewert, J. A. The Academic Counseling Center: a centralized advising and counseling concept. Journal of College Student Personnel, 1975, 16, 163 - 164.

The center is staffed by two full-time counselors, one having primary responsibility for minority students, and by four faculty members who participate on a released-time basis from their regular teaching duties. The selection and training of faculty advisors is of critical importance. Each advisor must demonstrate an interest in students as well as in academic discipline.

An increasing number of undecided students are entering the University. They are of particular concern to the Center staff. The personal as well as the academic needs of students are met by counselors and advisors who are able to respond at all levels of personal, vocational, and academic decision-making.

Student interest in and use of the Center have been gratifying. Academic advising and counseling has definitely been improved; however, the incorporation of personal and academic counseling needs to be strengthened. Counselors and advisors must work closer too in the assessment of emotional difficulties leading to academic problems.

Stein, G. B., and Spille, H. A. Academic advising reaches out. Personnel and Guidance Journal, 1974, 53, 61 - 64.

At the University of Wisconsin - Green Bay an Office of Academic Advising was established with the specific function of meeting the needs of the "undecided" student. Student use was minimal despite outreach efforts. Thus advisors were located at strategic places in the school corridors.

A major problem is the considerable amount of courage required on the part of the advisor to leave the quiet and security of the office. These feelings lessen somewhat with continued exposure. Several important results have been noted. The number of appointments in advisors' offices has more than doubled. Bulletins posted around the tables remind students of items of critical concern, such as drop deadlines, and have helped decrease student procrastination. Advisors have become much better known and interaction frequently takes place informally anywhere on campus. The use of a group of extensively trained paraprofessional student advisors is being planned. New programs of outreach will use the paraprofessionals more fully and improve student advising.

COMPUTER-ASSISTED ADVISING

Computer assisted advisement at Brigham Young University. College and University, 1976, 51, 622 - 624.

The advisement system is divided into three parts. The first, at the pre-application stage, is a card file called, "Did You Know File." Through it, a student can explore major fields offered at BYU and get a view of relevant requirements.

The second part is the on-line pre-college advisement program. It consists of a portable teleprocessing terminal which an Admissions Officer can take to a school visitation, giving a prospective student a simulated admissions process.

The third stage allows an enrolled student to monitor progress, explore courses, and investigate major fields of study. A paraprofessional advisor assists the student with the use of the on-line terminal. A student always has access to a faculty member or Dean for further discussion.

Floyd, Jerald D. CAAAP (Computer Assisted Academic Advisement and Planning): a feasibility study. DeKalb, Ill.: Northern Illinois University, 1974. (ERIC Document Reproduction Service No. ED 106 674)

The purpose of this study was to develop a computerized program to assist students and their faculty advisors in the initial planning and the on-going evaluation of their academic course of study. The system was conceptualized as an interacting process which would compare the student's proposed academic program with a data bank of information containing all the possible ways in which a student could satisfy the graduation requirements of the university.

Based on the experiences of the last three years, Computer Assisted Academic Advisement and Planning is feasible. A pilot sample of 25 student records was processed through the completed system. All aspects (data collection, software procedures, computer operations, output, and student-faculty utilization) were found to be highly satisfactory, including the projected cost which, excluding updating and maintenance, was kept under one dollar per record.

Gench, B. GRADPLAN: help for student advisors. *Journal of Physical Education and Recreation*, 1976, *47*(6), 28.

The Graduation Plan Analyzer is a computer based system which analyzes a student's four year plan of study and verifies that the plan meets the graduation requirements specified by the college and major department. How the Plan works is briefly outlined.

GRADPLAN enables advisers to avoid checking the mechanical details of the graduation plan and is a useful means of introducing students to the capabilities of the computer early in their academic abilities of the system.

Juola, A. E., Winburne, J. W., and Whitmore, A. Computer-assisted academic advising. *Personnel and Guidance Journal*, 1968, *47*, 146 - 150.

A computer-assisted program in academic advising for probation students was developed, enabling the Student Affairs staff to scan quickly the records of all students who were below the withdrawal range. Such students were requested to come in during the first week of the term. At this time they were urged to make certain judicious changes in course selection and enrollment. A comparison of students who made enrollment changes with those who did not appear for the interviews showed that some temporary benefits, at least, were obtained.

This study demonstrated that the computer can be used to help select students who are in need of specific individual contact because of questionable enrollments. It also has implications for adjustment-oriented counseling studies and for programs encouraging the underprivileged to attend college. The findings indicated that improvements in academic status may be possible by tailoring student programs to the institutional demands and that advising procedures can be developed to optimize students probability of success.

McCracken, N. M., and Penick, R. J. Academic advising at United States Air Force Academy. *College and University*, 1969, *44*, 642 - 649.

This computerized academic advising system for registration also monitors a cadet's academic progress during the semester and produces an academic program summary. After the academic summaries are made, a pre-registration program prints the courses a cadet should take in the upcoming semester for normal progress toward completion of his major and degree requirements. An outline of the system and exhibits are included in the article.

These advising tools have been timely and useful though not without error. Many students, however, have become dependent upon being told what to take without realizing why they take particular courses. Also there are frequent changes of major. A new system is going into effect to overcome these tendencies, and other benefits such as manpower predictions and sectioning information could then be realized.

Shirey, W. W. Scrambled records: a tool for counseling and degree certification. College and University, 1969, 44, 684 - 690.

The academic deans at Indiana University requested student records which showed the completion of group degree requirements rather than ones which showed completion of courses in chronological order by semester. Such a record was designed and put into effect. Copies were distributed to the student's academic dean, the departmental academic adviser, and to the student. An outline of the design and exhibits are explained.

The effort was productive and the scrambled records were evaluated as an effective tool for counseling and degree certification. It was determined that the effectiveness of such a system depends upon accurate and timely information, a sound systems design, maintenance, and accurate, timely, and flexible reports.

Smith, H. V., Jr. An investigation of the application of computer-assisted instruction and information retrieval system to academic advising in a junior college. Dissertation Abstracts International, 1969, 30, 1383A - 1384A.

Four major steps in the automated academic advisement system development were identified: (1) information to be included in the system was specified and collected; (2) program logic was established and dialogue was written; (3) data bank operations were confirmed and the system implemented; (4) the system was evaluated by data collected from student and faculty opinion questionnaires, terminal use time records, and an evaluation of student machine preregistration by a jury of six faculty advisors. Two typewriter terminals and an IBM-1440 computer system were used.

The results indicated that the system was efficient and convenient for the student, and that students had no difficulties using the terminals. The information was accurate and suitable, but not sufficient. The automated academic advisement system may best be described as a supplement to direct personal advising. Its advantages include: 1) ease of update and deletion of information; 2) availability at the user's convenience; 3) relief from repetitious recommendations, allowing the human advisor more time for difficult problems; 4) a means of handling more students in less time.

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Vitulli, R. A., and Singleton, R. L. Computer assisted advising and degree evaluation. College and University, 1972, 47, 494 - 502.

In response to the need for a better job of planning and implementing new programs within severely limited budgets, the College of Business, University of Houston, developed an information system called College Planning and Analysis (COLPAS). The two primary components are the academic and the administrative information systems. One of the sub-systems is the Undergraduate Student Information System. The original purposes of the student subsystem were its use as a course advising tool, an official degree plan for each student, and certification that a student had completed all course requirements for graduation and had a proper grade point average. A detailed outline of the system and the costs are given.

The use of the data base extends beyond the original purposes, such as flagging the records of students in scholastic trouble and identifying for faculty the previous course work of a student. Many expansions of the system are being planned, such as combining this system and a Faculty Information System for preparing drafts of class scheduling.

Faculty and student response has been positive. Concern over dehumanization by the computer was met by pointing out that faculty and students were being freed from manual kinds of advising, giving them time for talking about career preferences, selection of electives, and real counseling.

GROUP COUNSELING AND ADVISING

Berg, R. C. The effect of group counseling on students placed on academic probation at Rock Valley College, Rockford, Illinois, 1966-67. Dissertation Abstracts, 1968, 29, 115A - 116A.

The problem was to determine the relationship between participation in group counseling and five kinds of behavioral changes, as follows: changes in academic achievement; differences in the percentage and pattern of college drop-outs; changes in the directional shifts of positive and negative self-referent items used in a self-descriptive manner during group counseling; changes in the attitudes of tolerance and ability to relate to other group members; changes in self-perceived behavior in groups.

Four groups of eight students were group-counseled for nine meetings. A matched control group received no group counseling. The Self-Referent Item Form (SRIF), the Semantic Differential Form (SDF), and the Group Behavior Inventory (GBI) were administered and data on grade point average (GPA) course load reductions, and withdrawals from college were obtained.

No statistically significant differences were found in GPA or in percentage and pattern of course withdrawals between the two groups. Two administrations of the SRIF indicated a slight shifting from positive to negative-neutral kinds of responses for both groups. A consistent shifting toward increased tolerance and ability to relate to other group members was observed in the counseled group. The significant changes in behavior were associated with the process level of group interaction.

Chestnut, W. J. The effects of structured and unstructured group counseling on male college students' underachievement. _Journal of Counseling Psychology_, 1965, _12_, 388 - 394.

The experiment compared counselor structured (CS) and group structured (GS) counseling groups with a control group. The groups were equal in ability and initial grade point averages (GPA). In the CS groups, emphasis was placed on material based upon _a priori_ diagnostic assumptions and presented by the counselor for discussion. The GS experience emphasized material spontaneously originating within the group.

Results indicated that those Ss in the CS groups had a significantly greater rate of change in GPA after counseling than the Ss in either the GS or control groups. The GS groups rate of change was greater than the controls after counseling. Three months following counseling the CS groups rate of change was significantly greater than the controls, but not greater than the GS groups. It was concluded that a CS group experience can have both an immediate and a delayed, even if somewhat limited, effect on academic achievement with male college underachievers.

Chestnut, W., and Gilbreath, S. Differential group counseling with male college underachievers: a three-year follow-up. _Journal of Counseling Psychology_, 1969, _16_, 365 - 367.

Some studies have demonstrated that group counseling is particularly effective when dependent underachievers experience a high-authority, leader-structured (LS) method of group counseling and independent underachievers experience low-authority, group-structured (GS) method. The present study represents a three-year follow-up investigation of these experiments.

The subjects were male college student underachievers. Results of the follow-up investigation revealed no gross differences among the LS, GS, and control groups. The only persistent differences discovered were that high-dependent underachievers receiving an LS treatment did significantly better than similar students receiving the GS treatment. It was concluded that further investigations might test appropriate treatments with specific underachievement groups; that is, dependent-independent.

Corell, J. H. Comparison of two methods of counseling with academically deteriorated university upperclassmen. Dissertation Abstracts, 1968, 29, 1419A - 1420A.

This study investigated the effects of two types of group counseling on levels of critical thinking ability, anxiety, self-esteem, and grade point averages of a group of college students who ordinarily succeeded academically but who suddenly failed to maintain satisfactory grades. One experimental group viewed video-taped models to emulate prior to group discussion with no counselor present; the other received small group counseling. Members of the experimental and first control groups were administered the Watson-Glaser Critical Thinking Appraisal, the IPAT Anxiety Scale Questionnaire, the Rosenbaum-deCharms Self-Esteem Scale, and questionnaires to assess the variables under investigation.

Analysis of data yielded no statistically significant differences among the groups. Trends and subjective data suggested that personal worth of the program was felt by the experimental group participants. The audio-visual stimuli were perceived as valuable and group discussion was deemed the most valuable part of the counseling sessions.

DeWeese, H. L. The extent to which group counseling influences the academic achievement, academic potential, and personal adjustment of predicted low-achieving first semester college freshmen. Dissertation Abstracts, 1960, 20, 3192-3193.

The selection criterion was a score on Part III of the Ohio State Psychological Examination (OSPE) which placed the student below the 34th percentile rank. Three groups were formed: one received group counseling for their first semester; the second was given remedial reading instruction; the third served as a control group.

Group counseling consisted of weekly meetings, one hour in length, for ten weeks. It focused on free discussion of topics emanating from the subjects own wishes and needs. The remedial program consisted of semi-weekly meetings, 45 minutes in length, for 14 weeks.

The results of the study were inconclusive. The counseled group escaped academic casualty more often than the other two groups. The grade point averages of the counseled groups were superior but not significantly so. The remedial group improved their academic potential, as measured by the OSPE, more than did the other two groups. None of the groups experienced significant improvements in personal adjustment. The main conclusion was that group counseling seemed to provide more help for the subjects than did the remedial program or the general college program.

Dickenson, W. A., and Truax, C. B. Group counseling with college underachievers. Personnel and Guidance Journal, 1966, 45, 243 - 247.

Some of the controversy concerning the efficacy of psychotherapy or counseling has been resolved by recent evidence that studies reporting no effects had indiscriminately lumped together the high and low therapeutic conditions that are associated with successful and unsuccessful outcomes. This study extended these findings to a group of essentially neurotic underachieving freshmen.

The study aimed at evaluating the effects of time-limited group counseling by contrasting matched groups receiving counseling and receiving no counseling, using change in academic performance as the criterion for evaluating outcome. It also related the level of therapist-offered accurate empathy, non-possessive warmth, and therapist genuineness to the degree of improvement in the counseled students.

The 24 experimental students who received group counseling showed greater improvement in grade point average than the control group members. Further, those counseled subjects who received the highest therapeutic conditions tended to show the greatest improvement.

Duncan, D. R. Effects of required group counseling with college students in academic difficulty. Dissertation Abstracts, 1963, 23, 3772 - 3773.

In addition to investigating the effects of required group counseling, this study also evaluated certain nonintellective factors that may be characteristic of those students who benefit most from such counseling. The sample was 56 students being supported on probation for an additional semester after the normal four semesters in University College, University of Florida.

The findings revealed very little measureable attitude change in the areas investigated that can be attributed directly to one semester of required group counseling. A trend did indicate that counseling aided in adjustment and functioning of the students. There was no significant increase in grade point average attributable to the counseling. The evidence was inconclusive as to definable characteristics that might delineate those students who benefited most from the counseling.

Gappa, J. M. Experiment in group academic advising for students designing individualized general education programs. Dissertation Abstracts International, 1974, 34, 7484A - 7485A.

A model was developed with the objective of effecting the following student outcomes: 1) insight into the philosophy of general education; 2) definition of educational goals based upon career choice and lifestyle; 3) development of knowledge about the University sufficient to be able to match its offerings to the second objective; 4) integration of the first three outcomes into a written proposal for submission to the Council on General Education.

The model was implemented for two consecutive quarters in 1972-1973. Students received three credit hours and data was gathered about all students who registered. In the third phase of the study the model was evaluated by means of student comments on the data sheets and evaluation forms, and student written assignments. Changes made in the model for its second implementation were evaluated for their effectiveness. Student proposals were compared with those of non-participating students.

Findings indicated that participation in the model encouraged students to develop proposals for general education programs or educational plans. Recommendations suggested that a revised model should be offered on an experimental basis, with a cost-benefit analysis to follow. The model should emphasize group counseling techniques for goals of education and career planning and student outcome objectives should be expanded.

Gilbreath, S. H. Group counseling, dependence, and college male underachievement. Journal of Counseling Psychology, 1967, 14, 449 - 453.

An investigation was made of the effects of two different methods of group counseling on the male college underachiever. Eight counseling groups (n = 96) were divided between two counselors who each led two groups in the high authority leader-structured (LS) method and two groups in the low authority group-structured (GS) method of counseling.

It was concluded that male underachievers who have high dependent needs improve in grade point average if they participate in the LS method but not in the GS method. Conversely, more independent underachieving men improve in GPA in the GS method than in the LS method. The results have implications for teaching and residence hall atmospheres.

Gilbreath, S. H. Group counseling with male underachieving college volunteers. *Personnel and Guidance Journal*, 1967, *45*, 469 - 476.

The effects of two different methods of group counseling on those personality characteristics that typify the male academic underachiever and on grade point average (GPA) were studied. Eight groups of male underachievers who volunteered for counseling were equally divided between two counselors who each led two groups in the leader-structured (LS) method and two in the group-structured (GS) method. A like group served as a control.

Men in the LS groups increased in ego strength when compared with those in the control group and had a significantly greater rate of positive change in GPA than men in either the GS or control groups. The GS groups' rate of change in GPA was also greater than the controls' after counseling. Counseled men were more able to overtly express hostile feelings than controls. Three months following counseling the LS groups' rate of positive change in GPA was significantly greater than the controls' but not greater than the GS groups'. The results indicated that the LS method of group counseling does significantly affect both the personality characteristics and academic achievement of male college underachievers who volunteer for counseling.

Gilbreath, S. H. Appropriate and inappropriate group counseling with academic underachievers. *Journal of Counseling Psychology*, 1968, *15*, 506 - 511.

Ninety seven college male underachievers were divided into 4 high- and 4 low-dependent groups and given six one-half to two hour sessions of either leader-structured (appropriate for dependent underachievers, inappropriate for independent underachievers) or group-structured (appropriate for independent underachievers, inappropriate for dependent underachievers) group counseling. A like group served as a control.

The results showed that men who experienced appropriate methods of group counseling achieved significantly higher grades than men in the control group, and a significant increase in their number of passing grades or above at the conclusion of counseling. There were no differences between groups 3 months following the experiment. Methods of achieving more permanent treatment effects may be related to counseling over a longer period of time.

Hart, D. H. A study of the effects of two types of group experiences on the academic achievement of college underachievers. *Dissertation Abstracts*, 1964, *25*, 1003 - 1004.

One group experience, in this study, was termed cognitive and placed an emphasis on material concerned with specific intellectual problem areas related directly to scholastic achievement. The other, affective, emphasized material stressing topics dealing with personal problems and personality dynamics. The analysis sample was volunteers from freshman students who were judged to have high ability but who received unsatisfactory grades in their first term. Grade point averages for the groups were compared immediately following the experience and three months after completion.

The findings from the analyses of data indicated that the students who attended five to seven sessions of the affective group experience earned significantly higher grade point averages during the term in which the experience occurred than students who received no group experience. No other significant differences were found. It was concluded that a personal-emotional group experience can have an immediate effect in improving the academic achievement of college underachievers, but continued increase in academic achievement after termination of the experience is questionable.

LeMay, M. L. An experimentally controlled investigation of the effects of group counseling with college underachievers. *Dissertation Abstracts*, 1967, *27*, 3694A - 3695A.

The subjects selected were 117 second term freshmen who had high Scholastic Aptitude Test scores and who had grade point averages under 2.0 on a 4.0 scale. The students were assigned randomly to one of five groups; A) extended group counseling, B) brief group guidance, C) non-participating control group which consisted of volunteers, D) non-participating control group which consisted of non-volunteers, E) non-participating control group which consisted of students who were not aware of the opportunity for inclusion in the groups.

Two criteria were used to evaluate the experiment: 1) grade point averages (GPA) at the end of the experimental period, and 2) scores on the Personal Orientation Inventory (POI) which were used to measure differences between the two groups which were exposed to group procedures.

The significant findings of the analysis indicated that: 1) the GPA of the group which received extended group counseling (Group A) was higher than that of the non-volunteers (Group D); 2) the GPA of the group which received brief group treatment (Group B) was higher than that of Group D; 3) the GPA of the group which was not notified of the study (Group E) was higher than that of Group D; 4) the POI scores of Group A were higher at the end of the experimental period on six of the twelve basic scales. These findings revealed that the group counseling sessions beneficially influenced the academic and personal adjustment of the subjects.

Lutker, Carol. Academic workshop: use of paraprofessional leaders and behavior change goals for students on academic probation. Journal of College Student Personnel, 1975, 16, 162 - 163.

In response to the needs of 800 students on probation, a two-session workshop was designed using behavior change goal setting procedures. After the workshop had been offered with counselors as leaders, selected junior and senior psychology majors were trained to lead the workshops under supervision. Success of the workshop was measured by the proportion of participating students who were able to raise their grades and get off academic probation compared to a randomly selected group of probationery students who did not participate. Student reaction was measured by a questionnaire.

The results were encouraging. Seventy percent of the participants were off probation at the end of the semester compared to only 50 percent of the control group. Student ratings on the group reaction questionnaire indicated that 86 percent felt positively about the workshop experience on all items.

Maroney, K. A. Effectiveness of short-term group guidance with a group of transfer students admitted on academic probation. Dissertation Abstracts, 1963, 23, 3238.

In addition to the primary problem of the effectiveness of the short-term group guidance, an analysis was made of the differences in amount of change in certain psychological needs, as measured by the Edwards Personal Preference Schedule (EPPS), between academically successful and unsuccessful students. Fifty two freshman transfer students on academic probation were randomly assigned to experimental and control groups. Comparisons of grade point averages (GPA), changes in scores on the EPPS, and number of dropouts were used to measure the effectiveness of the guidance.

Findings did not reveal any significant differences between GPAs of experimental and control groups at the end of the semester. Successful students changed significantly more than unsuccessful students on the EPPS variable, Dominance, in the direction of an increased need. Students receiving short-term guidance had significantly greater changes in scores on the variable, Nurturance, than control subjects, in the direction of an increased need. There were no other significant differences between the experimental and control groups.

Mitchell, K. R., Hall, R. F., and Piatkowska, O. E. A group program for bright failing underachievers. Journal of College Student Personnel, 1975, 16, 306 - 312.

The purposes of this study were: (1) to evaluate the effectiveness of techniques applied to the correction of particular target behaviors; (2) to examine whether changes in the targets treated by structured group counseling had any indirect, facilitating effects on test anxiety, academic anxiety, and study habits and skills; and (3) to examine the relevance of changes in target behaviors to successful first-year academic performance.

Thirty seven failing underachievers were given structured counseling on academic and vocational goal setting, course commitment, stressors in study conditions, and academic application. Thirty one subjects were then assigned to four groups and given desensitization and reeducative training for various combinations of test and academic anxiety and study habits and skills. Of the subjects treated for all targets, 88 percent passed course examinations after treatment. Two years later 63 percent were still succeeding.

Mitchell, K. R., and Ng, K. T. Effects of group counseling and behavior therapy on the academic achievement of test-anxious students. Journal of Counseling Psychology, 1972, 19, 491 - 497.

Thirty subjects high on test anxiety and low on study-skill competence were assigned randomly to five experimental conditions and given treatment involving either single-model procedures, such as desensitization and counseling, or multimodel procedures, that is, combinations of both.

Results indicated that only significant reductions on test anxiety were obtained for groups given desensitization, but for groups given combinations of desensitization and counseling, improvement occurred in both test anxiety and study skills. Improved academic achievement as measured by course average and passing grades and change achievement scores were obtained by the groups given multimodel treatment but not by groups given single-model treatment procedures.

Mitchell, K. R., and Piatkowska, O.E. Effects of group treatment of college underachievers and bright failing underachievers. *Journal of Counseling Psychology*, 1974, *21*, 494 - 501.

This review presents findings of 31 treatment studies of college underachievers and bright failing underachievers separately, with the purposes of (a) evaluating the effects of group treatments on the academic performance of these students and (b) isolating from the data variables related to improved academic performance. Variables from the following categories were examined: counselor experience, treatment type, treatment duration and structure, treatment targets, and client motivation.

The findings indicate that success rates were low and few clear relationships emerged between isolated variables and improvement in academic performance. Implications for future research and practical suggestions for the counselor are discussed.

Ofman, W. Evaluation of a group counseling procedure. *Journal of Counseling Psychology*, 1964, *11*, 152 - 159.

In evaluating the effectiveness of a group counseling procedure five groups of 60 students each were compared. Results indicated that the groups, while comparable in ability, differed in initial grade point average (GPA). As a function of counseling, the Experimental Group's GPA became comparable to the Baseline Group's, and significantly higher than the Control and Dropout Group's GPA. The Wait Group did not improve until after counseling. Grade point averages of the Control and Dropout Groups did not improve at all.

Since this investigation stressed the control of relevant baseline, temporal (criterion measures were taken over eight semesters) and critical motivational variables, it was concluded that the group counseling procedure described was effective in improving scholastic behavior.

Rickabaugh, K. R. Correlates of differential achievement among student-clients receiving group counseling for academic improvement. *Dissertation Abstracts International*, 1975, *36*, 2033A.

Differential achievement among students who had received group counseling for academic improvement was studied retrospectively. An attempt was made to identify variables prognostic of treatment outcomes and to assess the predictive value of those variables.

One hundred seventy undergraduate academic student-clients volunteered to participate to improve the quality of their academic work. Group sessions included both cognitive and affective experiences and emphasized educational-vocational goal setting, study skills training, and training for increased interpersonal effectiveness. To assess the effect of the treatment program three measures of academic improvement were calculated. Subject data included scholastic, biographic, and measured variables.

Correlations found between single scholastic, biographic and measured input variables and the three outcome criteria were modest. It was concluded that: 1) it was possible to identify participant characteristics which were related to differential achievement among *S*s receiving group counseling for academic improvement; 2) it was not possible to identify differences within the treatment condition which were related to academic improvement; 3) academic improvement among *S*s receiving group counseling could not be forecast with sufficient accuracy to allow for practical application of the findings.

Roth, R. M., Mauksch, H. O., and Peiser, K. The non-achievement syndrome, group therapy, and achievement change. *Personnel and Guidance Journal*, 1967, *46*, 393 - 398.

One hundred seventy four selected failing students at Illinois Institute of Technology were provided group counseling as a condition of their remaining in school. The assumption of the psychodynamics of the non-achievement syndrome was made regarding these students and a group counseling approach, Non-Achievement Syndrome therapy, derived from an approach delineated by Roth and Meyersburg seemed appropriate and was utilized.

Fifty two male subjects in this population were randomly selected for study as were 52 probationary, noncounseled males who were used as a comparison group. The results indicated that the counseled group increased their GPA's significantly and that these changes held over time. The GPA's of the comparison group did not increase significantly. The differences were attributable to the counseling experience.

Rubin, H. S., and Cohen, H. A. Group counseling and remediation: a two-faceted intervention approach to the problem of attrition in nursing education. *Journal of Educational Research*, 1974, *67*, 195 - 198.

This study was designed to investigate the effectiveness of brief group therapy for underachievement, and remediation for deficiencies in basic skills, in reducing the attrition rate of nursing students. Students whose entering California Test of Achievement scores or grade point averages indicated risk of academic failure were interviewed: those with high scores (underachievers) received appropriate therapy, those with low scores and no motivational problems received remediation, and those with low scores plus motivational problems received both (20 hours total for each).

The program resulted in a significant reduction in attrition rate. The primary inference from the study is that students exhibiting deficiencies in basic skills, and for having motivational problems, can survive the rigorous nursing education program and be added to the nursing work force if appropriate support is made avaiable.

Spielberger, C. D., Weitz, H., and Denny, J. P. Group counseling and the academic performance of anxious college freshmen. Journal of Counseling Psychology, 1962, 9, 195 - 204.

College freshmen with high anxiety scores were invited to participate in counseling groups designed to help them make more effective adjustments to college life. Of the students who volunteered, half were seen weekly in group counseling sessions during their first semester; the other half served as a control group. Improvement in academic performance from mid-term to the end of the semester was the principal criterion of academic adjustment.

Those anxious freshmen who regularly attended group counseling sessions showed more improvement in their academic performance than students who were not counseled or who did not regularly attend counseling. Although it was possible to isolate a personality pattern which relatively uniquely characterized the students who regularly attended the counseling sessions, participation in group counseling appeared to be the most likely explanation for the improvement in grades obtained by these students.

Thelen, M. H., and Harris, C. S. Personality of college underachievers who improve with group psychotherapy. Personnel and Guidance Journal, 1968, 46, 561 - 566.

The Sixteen Personality Factor Questionnaire and a rating scale were given to a group of college underachievers and the following subgroups emerged: 38 test responders (TR) who were not interested in group therapy, an experimental (E) group containing 19 subjects who received group therapy, and a control (C) group containing 13 subjects who were interested in but did not receive group therapy. After an interval of about 17 weeks, and following the termination of group therapy for the E group, data on academic improvement were obtained.

The results indicated: (a) significantly greater academic improvement in the E group than in the C group; (b) higher correlations between certain adaptive or "healthy" personality variables and academic improvement in the E group than in the TR and C groups.

Whittaker, L. The effects of group counseling on academic achievement and certain personality factors of college students with academic deficiencies. Dissertation Abstracts, 1967, 27, 2834A - 2835A.

This was an investigation of the effectiveness of group counseling in bringing about positive changes in: 1) feelings of personal adequacy, 2) personal needs for assurance, achievement, adaptibility, conjunctivity, counteraction, work, autonomy, and understanding, 3) perception of the college as having a press for the factors in assurance, achievement, etc., 4) attitudes toward study, and 5) academic achievement.

The sample was 32 average ability students, at a predominantly Negro college, who had academic deficiencies. An experimental group of 16 students participated in 18 fifty-minute group counseling sessions. The other 16 students served as a control. Feelings of personal adequacy were assessed by use of an adequacy scale consisting of 50 self-reference statements. Personal needs were determined by use of the Activities Index. A measure of perception of college press was obtained from scores on the College Characteristics Index. The Brown-Holtzman Survey of Study Habits and Attitudes was used to measure attitudes toward study.

An analyses of the results indicated that there was a significantly greater mean gain in adequacy scores for the experimental group, but no significant differences between the two groups were found between mean gains on the needs scale, on the press scales, or on attitudes toward study and grade point average.

Observations during the process of group counseling indicated that the students appeared to have a need for information and direction. Experimentation concerning the effectiveness of an approach incorporating information giving appeared profitable. Experimentation employing group counseling over a longer period of time was recommended.

Winborn, B., and Maroney, K. A. Effectiveness of short-term group guidance with a group of transfer students admitted on academic probation. Journal of Educational Research, 1965, 58, 463 - 465.

Fifty-two freshman transfer students admitted on academic probation were selected as subjects for the investigation. They were randomly assigned to an experimental group receiving group guidance and a control group not receiving guidance. Both groups completed the Edwards Personal Preference Schedule (EPPS) at the beginning and end of the experiment. Grade point average (GPA) was used to assess effectiveness of the group guidance. The guidance sessions emphasized group-centered activity where interests and feelings of the members could be expressed.

An analysis of the data indicated that: (1) short-term group guidance was not effective in producing significantly higher GPAs; (2) the guidance did not produce significant differences in scores or score changes on most EPPS variables; and, (3) experimental students made significantly greater score changes on the EPPS variable, Nurturance, than did control subjects, with the change being in the direction of an increased need. It was recommended that other techniques be studied and that emphasis be placed upon preventive rather than upon remedial measures.

Winborn, B., and Schmidt, L. G. The effectiveness of short-term group counseling upon the academic achievement of potentially superior but underachieving college freshmen. Journal of Educational Research, 1962, 55, 169 - 173.

This investigation was designed to ascertain whether there was a significant difference in academic achievement between a selected group of underachieving superior students receiving short-term group counseling and a similar group of students receiving no counseling. High scores on the American Council on Education Psychological Examination and low first semester grade-point averages were used to identify the students.

The findings indicated that students who did not participate in the short-term group counseling program made significantly higher grade point averages than did the participants. Short-term group counseling tended to produce a negative effect on the experimental group. There were no significant differences between the participants and those who were not counseled as reflected by scores on the California Psychological Inventory. The majority of freshmen who were designated potentially superior but underachieving students could not be identified as such on the basis of high school grades, orientation test scores, or other available information prior to their receiving first semester grades. Other methods of identifying and assisting these students should be studied.

COMPARISONS OF SOURCES AND METHODS OF ADVISING

Bednar, R. L., and Weinberg, S. L. Ingredients of successful treatment programs for underachievers. Journal of Counseling Psychology, 1970, 17, 1 - 7.

Twenty-three studies were reviewed that evaluated the effectiveness of various treatment programs for underachieving college students. All of the studies used grade-point average as the dependent variable, and a specific treatment program intended to improve student academic performance as the independent variable.

The results of the survey indicate that the treatment programs associated with improved student academic performance were characterized as (a) structured rather than unstructured, (b) lengthy rather than brief, (c) counseling aimed at the dynamics of underachievement used in conjunction with an academic studies program, (d) having high levels of therapeutic conditions (empathy, warmth, and genuineness), and (e) appropriate to the needs of the students. From the standpoint of economy as well as effectiveness, group counseling appears to hold more promise as a treatment method than individual counseling methods or academic study courses.

Biggs, D. A. Counseling interviews or counseling letters? Journal of Counseling Psychology, 1970, 17, 224 - 227.

This study concerned two questions: (a) is academic encouragement effective with entering college freshmen students; and (b) are letters or interviews more useful methods of communicating academic encouragement?

Entering college freshmen with low self-made academic predictions either received letters or were interviewed. Both treatments were designed to encourage the subjects to increase their academic achievement motivation. These subjects' grade-point averages were compared to those of a no-treatment control group. No significant differences were found between those subjects who received encouragement and the controls. Neither letters nor interviews were found to be more effective. Results and the implications for future research are discussed.

Brown, C. R., and Myers, R. Student vs. faculty curriculum advising. Journal of College Student Personnel, 1975, 16, 226 - 231.

Attitudes toward advisers and first-year academic progress were assessed for 223 freshman students at Idaho State University.

The assessments were based on high school and college grades (GPA), the dropout rate, a questionnaire concerning contacts with the adviser, and a taped interview about the relationship the student had with the adviser.

Findings indicated that students advised by students had more positive attitudes toward their advisers and lower drop rates than those advised by faculty. No difference was observed for achieved GPA. The data also suggested that there is little short-term effect on academic achievement due to students vs. faculty advising, and that advisers are seldom contacted. Thus, they have little opportunity to have any influence.

Garnett, R. F. An appraisal of two counseling techniques over a period of one and two quarters as they affect the academic performance of college freshmen enrolled in the School of Engineering at Evansville College. Dissertation Abstracts, 1967, 27, 3691A - 3692A.

This study was conducted to evaluate the "early application" principle in counseling freshman students at the college level and simultaneously to appraise the effectiveness of group counseling procedures as compared with individual counseling. An attempt was also made to investigate the differential effectiveness of fewer (5) versus more (10) periods of counseling contact by varying the number and distribution of contacts.

All members of the experimental groups were provided the opportunity of five counseling contacts during the first quarter. Two of the groups received five additional contacts during the second quarter. No counseling contact was provided to the control group. The emphasis in each of the five sessions was personal adjustment, engineering as a profession, efficient study skills, self-understanding, and development of self.

The following data were obtained for all groups: GPA, Personal Data Form, and scores on the Scholastic Aptitude Test, Guilford-Zimmerman Temperament Survey and Strong Vocational Interest Blank. Analysis of the data failed to yield any statistically meaningful results, although some positive trends did emerge in favor of the counseled groups and the groups receiving longer counseling. No significantly different results were found between students receiving group counseling and those counseled individually.

Hrezo, A. P. A comparative study of two academic advising systems for Indiana University freshmen. Dissertation Abstracts International, 1975, 35, 5815A.

A four-part study was conducted to examine the relationships of advisor and student variables with advising outcomes. Part one compared faculty advisors and advisors from the centralized advising center (CAC) on outcome variables of academic achievement of advisees, student attitudes, advisor programming errors, and the number of program changes. Part two compared advisors who expressed a high interest in counseling and advising with advisors who did not. Interest was determined by scores on Koile's Professional Activities Interest Inventory (PAI). Part three compared major students with undeclared major students on the outcome variables. The fourth part compared the advising activities and mean length of interviews for the CAC advisors and the faculty advisors.

Among the conclusions were: 1) assigning freshmen with declared majors to CAC advisors results in more favorable student attitudes toward advisors and a greater accuracy in program approvals; 2) the PAI is a potentially useful instrument in the selection of CAC advisors; 3) declared and undeclared major students respond similarly to advisors' efforts in terms of the variable tested; and 4) the CAC is viable and worthy of further development.

MacAleese, R. W. A comparative evaluation of faculty and student paraprofessional academic advisement programs at the Florida State University. Dissertation Abstracts International, 1975, 35, 7063A.

Faculty academic advisors were compared with paraprofessional advisors on four variables: (a) content knowledge of the university upper division teacher education program; (b) interest in counseling-type activities; (c) quality of the advisor-advisee relationship; and (d) advisee-reported satisfaction with advisement. Also the relationship between the first three variables and the fourth variable was examined. An analysis of advisee responses was made from an open-ended item at the end of one of the measuring instruments. The four instruments were the Content Knowledge Test of the Upper Division Teacher Education Program, the Koile Professional Activity Inventory for College Teachers, the Barrett-Lennard Relationship Inventory, and the Cummer Satisfaction Questionnaire.

Data analysis revealed significant differences between the two groups of advisors in favor of the paraprofessionals on quality of advisor-advisee relationship, interest in counseling activities, and advisee satisfaction. There was also a significant relationship between the quality of the advisor-advisee relationship and advisee satisfaction. The study indicated that training in interpersonal skills might increase advisee satisfaction and that graduate students with adequate training can effectively advise other students.

Moeller, A. H. A comparative study of two approaches to academic advisement in selected Illinois community colleges. Dissertation Abstracts International, 1973, 33, 4127A - 4128A.

The two approaches studied were: 1) all educators--teaching faculty and counselors--serve as academic advisers; and 2) professionally trained counselors serve as academic advisers. The problem was: are there differences between the two approaches in terms of advisement practices, attitudes of faculty and counselors, student utilization of faculty and counselors for academic advisement, and student perceptions of advisement?

A Faculty-Counselor Academic Advisement Survey was used to gather data about practices and attitudes of faculty and counselors. The College Advisement Survey was used to obtain data from students on utilization and perceptions.

Significant differences were found for some advisement practices based on advisement approach. A significant difference was found by approach for student indications of the staff member used most often for advisement. Student perceptions did not differ significantly by advisement approach for seven of eight areas considered in the study.

Murry, J. P. The comparative effectiveness of student-to-student and faculty advising programs. Dissertation Abstracts International, 1972, 32, 4992A.

The effectiveness of an experimental advisory program using senior students as academic advisers (STU) was compared with two faculty advising systems: 1) faculty advising in addition to their normal teaching duties (TRAD), and 2) faculty with realized time for academic advising (REL). Eighteen randomly selected seniors were trained as academic advisers for 90 randomly chosen freshmen in the College of Arts and Sciences at Kansas State University. Relative effectiveness was measured by responses to a 16-item satisfaction scale and by other variables such as grade averages, credit earned, persistence in college, use of campus referral services.

Analysis of the data showed that: 1) with minimal training and supervision, senior students can advise freshmen as effectively, and frequently more effectively, than faculty advisers; 2) student expectations and adviser behavior work to limit the adviser's role;

3) REL advisers were more effective than TRAD advisers; 4) considerable financial savings could be realized, at no loss of quality, if specially trained seniors were used as academic advisers.

The most obvious implication was that more effective use of students to supplement faculty advising should be made. A second implication was that advisers should make better use of referral services. Other implications included establishing offices, telephone service and hours to increase the adviser's accessibility, a reduction in advising loads for faculty, and selecting faculty advisers who are interested in student advising and providing them with training.

Murry, J. P. The comparative effectiveness of student-to-student and faculty advising programs. Journal of College Student Personnel, 1972, 13, 562 - 566.

Whether upperclass students could perform routine advising functions as well as could experienced faculty members has not been studied. Such a system of student advising was established at Kansas State University in the College of Arts and Sciences using senior students as advisors. Advisees were freshmen, both declared departmental majors and undeclared (general). Preprofessional students were eliminated. The effectiveness of the system was measured by the Advising Satisfaction scale developed by G. L. Rosenberg, and by examining other variables such as grade averages, academic loads, and persistence in college.

Given the limitations of the study, the overall results suggested that the level of competence needed for the advising function is not beyond the capacity of most upper-division students. Some other results indicate that both advisors and advisees perceive the role of the academic advisor as being quite limited, and that student satisfaction with their education in general, and their advisor in particular, may depend on the help they have received in clarifying their goals.

Preus, J. B. The effect of four student personnel services on the academic performance of underachieving Arts College freshmen. Dissertation Abstracts, 1965, 25, 4549 - 4550.

The underachievers were students who had percentile scores on the Minnesota Scholastic Aptitude Test (MSAT) above the mean for other freshmen in the College of Science, Literature, and the Arts (SLA), and who were on scholastic probation at the end of their second quarter. These students were referred randomly to one of 16 treatment combinations of four personnel services: individual counseling, group counseling, remedial help at the Reading and Study Skills Center, and weekly interviews with their assigned SLA adviser at a specialized advising service. The students were told they could continue in SLA only if they carried through the assigned referrals.

In the analyses of data, no significant differences in third quarter achievement were observed between students referred and not referred to any combinations of the four services. Responses on a questionnaire were less positive from students assigned to group counseling than those of subjects assigned individual counseling or interviews with advisers. In general, the responses were favorable.

Recer, J. D. Analysis of alternative academic advisement systems in University College at The University of Oklahoma. *Dissertation Abstracts*, 1969, *29*, 2495A.

This study compared 872 students who chose to be faculty-advised with 1,491 students who chose to be self-advised when pre-enrolling for the spring semester. Students who chose to be self-advised had significantly higher scores on the American College Test Battery; faculty-advised students had dropped significantly more hours during the fall semester.

Both groups attempted more hours in the spring than they had completed in the fall. Faculty-advised students committed more enrollment errors. Neither group persisted into the fourth semester at a higher rate or decreased its spring GPA from its fall GPA at a significantly greater rate. Both student groups and 101 faculty advisers preferred self-advisement to faculty-advisement; however all three groups preferred to maintain the system whereby a student may choose his own method of advisement. Faculty advisers preferred that advising assignments to University College be made on a volunteer basis.

Sheffield, W., and Meskill, V. P. Faculty adviser and academic counselor: a pragmatic marriage. *Journal of College Student Personnel*, 1972, *13*, 28 - 30.

In the fall of 1969 the C. W. Post Center of Long Island University launched an experimental program whereby a staff of 12 full-time academic counselors took over the task of advising students for pre-registration, etc., a function previously discharged by faculty members. The objectives were to improve student-faculty relationships by freeing faculty members from academic housekeeping and to improve service to students.

Evaluation was by means of a questionnaire mailed to all full-time faculty and students. Results revealed that the new system did not offer able student service or close the student-faculty gap, although students did endorse academic counseling as being far more desirable than faculty advising as they had experienced it.

A revised model was recommended which was based on joining academic counseling and faculty advising. The anticipated advantages are full use of the faculty, improved counseling services in other areas of student concern, and significant financial savings.

Smith, C. W., and Walsh, W. B. Effect of various institutional contacts upon the academic performance of the underachiever. Journal of Counseling Psychology, 1968, 15, 190 - 193.

This study was concerned with the effect of six kinds of institutional contacts upon the academic performance of identified underachievers. The contacts varied among letters, interviews, and no formal contact.

No differences were found between the six contact groups across the first- and second-term point-hour ratios (PHRs). The results indicate that no one contact was significantly more effective than another. Second, the results show a significant difference between the PHRs for the first and second terms. This result suggests that a single brief expression of concern may have an effect on the academic performance of underachievers. Last, no interaction was found between contacts and PHR.

Speegle, P. T. The effectiveness of two techniques of counseling with students on academic probation. Dissertation Abstracts, 1963, 23, 3469 - 3470.

The effectiveness of group guidance and individual counseling when they are used with college students on academic probation was analyzed in this study. The criterion measures were grade point average (GPA), students' self-concept, the number of students scholastically eligible to remain in school, the number of class absences, and the number of students dropping courses during the semester. The subjects were 180 second-semester freshmen who were on academic probation. The counseling sessions had three major emphases: (1) to nondirectively determine the source of the student's difficulty, (2) to teach study skills, and (3) to motivate the students toward achieving academic success in college.

An analysis of the data showed that those students who participated in group guidance were significantly more likely to be eligible to remain in school than were students who received individual counseling or no counseling. No other significant relationships or variances were found among the three groups. The conclusion was that short-term group guidance was effective in helping students remain in school.

Towner, R. J. Sources of academic advice utilized by successful students when making important academic decisions. _Dissertation Abstracts International_, 1975, _36_, 2651A - 2652A.

Utilizing a theoretical framework developed from student personnel, developmental, and social modeling theories, this study attempted to test the implication of a relationship between perceived state of uncertainty at the time of a major academic decision and the source of guidance sought to assist in that decision. Data were obtained from 171 academically successful students by means of a questionnaire.

The data revealed that less than 30 percent of the students went to a source in the University for assistance and almost three out of four of this group saw faculty as opposed to nonfaculty personnel. Only a very few of the students who went to faculty went to the person officially designated as their academic advisor. Thirty-two percent of the students went to persons outside the University, primarily parents and peer group. Thirty-nine percent indicated they went to no one. Respondents indicated that about 25 percent of their decisions were made prior to coming to the University. Factors which appeared to be related to a choice of a source of assistance included year in school, type of decisions, sex, place of residence, and the perceived state of uncertainty about the decision.

Snead, R. F. Analysis of student response to alternative advising programs in the two-year college. _Dissertation Abstracts International_, 1972, _32_, 4967A - 4968A.

The students' preferences for advising programs, in this study, were limited to academic advising, personal advising, and self-advising. Once they indicated a preference they were grouped and studied to explain the choices. The students completed the College and University Environment Scales X2 and Fundamental Interpersonal Relations Orientation-Behavior, plus a questionnaire of demographic data.

It was established that students did prefer one of the three advising programs. The most preferred was personal, followed by academic, and self-advising, but the program most received was academic, followed by self-advising and personal advising. The students who selected the alternative advising programs had various characteristics which identified the program differences and similarities. Their needs for advising were not restricted to administrative requirements but included interpersonal needs and their perceptions of the campus. These results and others indicated that a philosophy of alternative advising programs was more pertinent for the students than a comprehensive program that proposed to give all students equal treatment.

ADVISING AND REGISTRATION

Browning, B. K. Annual advisement and registration procedures to facilitate the use of student demands for schedule production. *Dissertation Abstracts International*, 1973, *33*, 4709A - 4710A.

First, this study presents a historical survey of the registration and advisement procedures at Southern Illinois University at Carbondale with a discussion of their strengths and weaknesses. Second, a report is made of the advisement and registration techniques at 35 large state institutions and comparisons with the SIU system are made. Finally, the results of a study conducted at SIU which compared the registrations of two groups of students from three academic units are discussed.

The study consisted of one group which was advised for courses for a full year by their adviser while the other group was advised only a few weeks before the quarter began. The results indicated that advisement for a full year is unwise because of the increase in program changes. A review of findings from the study and from other universities led to the recommendation that students be advised and registered as close to the beginning of the term as possible. Registration for more than one quarter at a time should not be attempted unless stringent controls are placed over students registrations. Advisement need not be required of all students but should be provided if needed. Schedule production should be delayed to the latest possible time.

Chatfield, L. W., and Nicolai, F. L. Preregistration advising of freshmen by mail at the University of Nebraska. College and University, 1963, 38, 197 - 202.

The University began a program of advising freshmen by mail. The activity was based on the hypothesis that incoming freshman could be brought to the campus with an improved background and receptiveness for advising and classroom instruction. The assumptions were that academic advising and registration are separate functions, related only in that advising is the antecedent, and that academic advising by faculty members is a teaching function and an integral part of higher education. Academic advising should assist the student in knowing himself and his relationship to the University; it is dependent on knowledge about the advisee; and administration is responsible for organizing an effective program.

A typed letter of information and advice is sent to each applicant. A copy is also mailed to the high school principal. Recommended programs may be modified before arrival on campus, frequently by mail only. Students may come for an interview with their adviser if necessary. The Registrar is given the list of subjects and classes that are scheduled. Further changes are possible during orientation.

Some advantages of the new system are that applicants can study the materials and receive advice from parents and high school staff, the faculty adviser has more time to review the applicant's record, students arrive with workable knowledge of requirements, and the Registrar can schedule classes for freshmen in advance of the opening of the school term.

Deuel, M. E., II, and Lyons, P. R. Transfer student advisement and registration: an approach. College and University, 1974, 49, 222 - 229.

Transfer students now account for one-fourth to one-third of the new student enrollments at Frostburg State College. These students need equal and significant academic advisement, equal opportunity in registration, and easy access to an authoritative information source.

A new program, Transfer Student Advisement and Registration Program (TSAR) was developed, first, to focus on the common factors which all transfer students have in common, registration in particular. Second, it sought to aid the transfer to fit into the registration format and still meet the many variables faced in such a heterogeneous group. TSAR offered three options to the transfer: 1) individual, on-campus registration and advisement, 2) mail-in registration, and 3) large group, on-campus advisement and registration.

Evaluation of the program options by transfer students and faculty indicated that: 1) faculty felt that the best approach to advising and registering transfers was related to the degree of personal contact between student and advisor; and 2) the in-person option yielded the greatest proportion of successful registrations.

Schlunz, F. C., Ekstrom, V. R. and Tragesser, E. F. Advising the adviser. College and University, 1968, 43, 418 - 425.

As managers of student data, registrars are in a unique position to serve both students and faculty by providing the information essential to advising as contained in their records. They can plan for and conduct an annual meeting for advisers to highlight registration procedures, preview registration forms, give enrollment estimates, foresee anticipated problems, and discuss responsibilities of the advisers. Materials should include an advising procedures manual, a catalogue, a class schedule, a course request analysis, high school profiles, predicability tables, and a transfer evaluation summary.

As the admission process becomes more competitive, the undergraduate adviser will make a substantial contribution in the selection of students admitted to professional and graduate colleges. Thus, direct lines of communication from and to these advisers must be opened and retained. Use of electronic power typing equipment enables the Admissions Committee to machine-produce personalized correspondence to applicants with copies going to the adviser. This gives the adviser information on the status of the student's application in time to correct errors, uncover fraudulent records, and to place rejected students elsewhere. All routine correspondence can be stored on tape and provide responses to about 80 percent of the incoming mail. The system as described has many possibilities and advantages.

Smith, R. E. The effects of preregistration advisement of students by a counselor on the choice of college majors and other selected criterion measures. Dissertation Abstracts International, 1970, 31, 612A.

Two types of preregistration advisement of junior college freshmen, interviews and brochures, were compared for effectiveness. The criteria under consideration were: types of majors selected, probabilities of success in declared educational objectives, perceptions of the college environment, changes of major, course changes, failures to complete registration, withdrawals during the first eight weeks of classes, and number of course grade deficiencies reported at midsemester. The data were collected from a reply card, scores on the Junior College Environment Scale and the American College Test, and records.

The conclusions based on the findings suggested that: 1) brochures do not encourage students to initially select technical-occupational majors; 2) group meetings are as effective as an interview in encouraging students to select technical-occupational majors, in reducing withdrawals, and in reducing the number of deficiency notices; 3) the method of preregistration is unrelated to the students' probabilities of success in college and to his decision to complete registration; and 4) an interview does not alter the students' perceptions of the environment, the percentages of freshmen changing their major, or the proportion of students making course changes.

STUDENT PERCEPTIONS OF ADVISING

Bailey, R. D. Student attitudes toward a computer printed academic information and advisement system. Dissertation Abstracts International, 1975, 35, 5006A - 5007A.

This investigation aimed to assess changes in student attitudes toward academic advisement within and among three treatment groups: Group I consisted of the use of computer printed information; Group II used printed course information and had the assistance of an academic advisor; Group III had advisor contact without use of the computer printed materials. The computer printed materials displayed courses grouped to show what was required for the completion of each academic major and the course listing was arranged in a sequential order for students to complete in order to meet the requirements for up to three academic majors. Each treatment group completed a pre- and post-test on Attitudes Toward Academic Advisement. The test contained 15 Likert Scale items.

Results showed that there was no difference between means for Group I and III on pre- and post-tests, but a significant difference was indicated for Group II. In comparisons among group means, attitude change in a positive direction was indicated between Groups II and III, but no significant change was indicated between Groups I and II or between Groups I and III.

The students' reported attitudes toward academic advisement were changed most significantly when the student was supplied with accurate and complete course information that could be used in conjunction with the assistance of an academic advisor. The printed course information is an important supplement to personal advisor contact.

Chathaparampil, J. Students' perceptions of their academic advisement at Michigan State University. Dissertation Abstracts International, 1971, 32, 169A.

This study examined five selected academic advising programs and sought to identify their unique characteristics which contribute to a program which is satisfactory to students. A tentative identification of factors unique to each program was obtained by interviewing administrators and/or academic advisors from each college. Five testable hypotheses were formulated from this information. A questionnaire was constructed to measure the satisfaction of a sample of students from the five programs. Significant differences of satisfaction on several variables were found for the various programs.

It was concluded that a general improvement in the level of satisfaction may be attained by emphasizing all aspects of academic advising, such as service to students, rapport, technical and personal help, and knowledge of the academic area. This means an academic advisor should be a "well-rounded" individual though he does not necessarily have to be well qualified in all the areas. A minimum quality which may be imperative is an attitude favorable toward helping students either directly or indirectly.

Cummer, J. P. A study of counselee satisfaction in relation to the interest level of faculty advisers in counseling activities. Dissertation Abstracts, 1961, 22, 1083.

Faculty adviser interest in counseling was measured by Koile's Professional Activities Inventory for College Teachers. From the scores the ten most interested and the ten least interested advisers were identified. Matched samples of advisees of these two groups were compared for satisfaction. Advisee satisfaction scores were obtained by a 22-item attitude scale.

It was found that the advisees of the high-interest advisers showed greater satisfaction. Subjective analysis of interviews held with the 16 most satisfied and with the 16 least satisfied advisees suggested that advisee satisfaction may be related to the knowledge the adviser has of academic factors beyond his own teaching field, the personal interest he shows in assisting advisees in academic and non-academic matters, his accessibility and approachability, and his being from the same field of major interest as the advisee.

Implications noted were: 1) interested advisers should be assigned such duties; 2) advisers should be provided with complete and accurate information; 3) advisers should be available to advisees; and 4) advisees should be assigned to advisers from their own interest area.

Cunningham, C. M., Sr. A study of freshmen students' satisfaction and perception of the academic advisement program at Oklahoma State University. Dissertation Abstracts International, 1975, 35, 6424A.

This study investigated the unique variables of six academic advising programs which contribute to a program which is thought to be satisfactory to students. The variables were identified by means of interviews with administrators and advisers. Six testable hypotheses were formulated from this information. A questionnaire was constructed to measure the satisfaction of the population sample with various unique functional aspects of their advising programs.

Students from three programs did not report higher satisfaction on the unique functions of their program; students from the three other programs did report higher satisfaction. The results did indicate that advisers should be warm, personable people who are willing to help their advisees overcome any problem that may be hindering their educational aspirations. Greater satisfaction could be attained if all aspects of academic advising were emphasized.

Dautch, S. E. Advisees' self-reported satisfaction with academic advisors and effectiveness of advisors. Dissertation Abstracts International, 1972, 33, 2706A - 2707A.

The relationship between satisfaction and effectiveness of academic advisors as perceived by advisees was measured by an opinionnaire constructed for the study. It was administered to 184 Upper Division and 332 Basic Division advisees in the College of Education at The Florida State University.

Among the results it was found that the concepts of satisfaction and effectiveness were highly related and satisfaction scores were higher than effectiveness scores. Other differences were found between male and female advisors on satisfaction and effectiveness, and between male and female advisees on scoring effectiveness. Advisees from both divisions making statements in the open comments section had higher scores on both satisfaction and effectiveness than did advisees not making statements.

Satisfaction with advisement was perceived significantly different from the effectiveness of advisors. The advisement needs of the students remain relatively consistent throughout the four year university experience. The academic advisement program was evaluated as both satisfying and effective.

Grites, T. J. Student perceptions and self-perceptions of faculty members in the related roles of classroom teacher and academic advisor. Dissertation Abstracts International, 1975, 35, 5053A.

Each subject was both an advisor to undergraduates and the teacher of an undergraduate course. Four sets of data were collected: student perceptions of teachers, teacher self-perceptions, student perceptions of advisors, and advisor self-perceptions. Two rating scale questionnaires were used, each having a student and faculty form: Student Instructional Report and Advising Satisfaction Questionnaire. Items requesting certain descriptive information were included.

The significant results of the study showed: 1) a positive relationship between faculty members' self-perceptions as teachers and as advisors; 2) a negative relationship between student perceptions of teachers and student's expected grade in the course; and 3) a positive relationship between student perceptions of advisor and advisor's knowledge of academic rules and number and length of advising sessions. It was also indicated that student perceptions of advisors were affected by the student's contacts or desire for contacts with faculty outside the advisory situation.

The results suggested that students perceive faculty differently than faculty members perceive themselves in the role of classroom teacher and academic advisor, and that students desire a warm, friendly, personal relationship with their faculty advisors.

Hallenbeck, D. A. An analysis of reported student satisfaction and student satisfaction as perceived by academic advisors and student affairs staff at Iowa State University. Dissertation Abstracts International, 1975, 35, 5054A.

The study analyzed the similarities and differences in 300 students' reported level of satisfaction and the level of satisfaction as perceived by 300 advisors and 92 professional student affairs staff as measured by the College Student Satisfaction Questionnaire, Form C (CSSQ). Single classification ANOVA was employed to compare the scores and a two-way factorial analysis of variance was used to examine relationships between groups. Significant differences were realized in all comparisons.

Hardcastle, H. O., Wright, E. W. (Deceased) [Degree was granted to first author noted] A method of evaluating the counseling and advising programs of a small university, and a comparative analysis of students' perceptions of and expressed needs for counseling and advising. Dissertation Abstracts International, 1973, 33, 4089A.

The two-fold purpose of this research was to develop a method to obtain students' perceptions of advising programs and to demonstrate how it can be determined where the greatest needs are, and whether or not there are differences in the perceptions of or expressed needs for advising by seven different categories of students in the school. Hypotheses about the groups were constructed.

A questionnaire was developed, administered and tested, and the results were analyzed and reported to the University. After two years the questionnaire was revised and re-tested. The results of the two questionnaires were analyzed and compared.

The project was successful in that administrators should be able to determine by using the data where the strengths and weaknesses of their programs are. With respect to the hypotheses, not one was wholly supported by the data. For example, men do not indicate less need for counseling than do women, professional school students do not indicate less need than do liberal arts students, upperclassmen do not indicate any less need for counseling and advising than do lower classmen.

Hardy, D. C. Advisement satisfaction as a function of perceived component importance, interpersonal perceptions, and self-perceptions. Dissertation Abstracts International, 1976, 37, 1403A - 1404A.

This study determined the functional relationship between advisement satisfaction and: 1) perceived Component Importance, i.e., academic advising, vocational advising and personal advising; 2) advisor-student Interpersonal-perceptions; 3) advisor-student Self-perceptions. Student and faculty samples were surveyed with a two-part, non-standardized questionnaire designed for this study.

This conceptual model grew out of the theoretical assumption that all the variables relative to Component Importance, Interpersonal Perceptions and Self-Perceptions were important to student/faculty advisement satisfaction. The findings did not fully support the assumption.

The Principal Factor method of factor analysis was used to analyze seven dependent variables in the Student Questionnaire. One Factor resulted; it was named Advisement Satisfaction. Factor analysis

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was then conducted on the independent variables. Six Factors were found. Factor 1, Interpersonal Relations, had the highest eigenvalue. Regression analysis was used to compare dependent variable Factor 1 and the six independent variable Factors. It was found that only the Interpersonal Relations Factor was important in predicting satisfaction. Discriminant Analysis was used to determine which factors maximally predict into which group cases would fall - "high" or "low" satisfied categories. Interpersonal Relations was the best predictor.

Hoffman, A. G. A study of student and faculty perceptions about the undergraduate academic advisement program in the College of Engineering at Michigan State University. Dissertation Abstracts International, 1972, 33, 2104A.

The perceptions of 423 undergraduates and 60 faculty concerning academic advisement were surveyed with a four-part, non-standardized questionnaire designed for this study. The instrument consisted of four parts: Part I, questions rating the relative necessity of various services; Part II, ratings of their personnel preferences about 17 alternative systems; Part III, demographic data; and Part IV, seven structured questions which permitted discussion of several dimensions of academic advisement, such as Most Helpful Service, Most Disappointing Service, Major Strength, and four others.

In rating the necessity of various services, three were rated as Must or Should Be Provided by more than 85 percent of the respondents. They were: explaining program requirements and options to engineering majors, identifying necessary prerequisites, and providing information about admission to graduate schools.

A total of 65.4 percent of the students and 90 percent of the faculty thought the current program was either Satisfactory or Very Satisfactory. On Parts I and II of the survey students were in substantial disagreement with faculty on 18 out of 47 items concerning necessity of a service and the potential of an alternative model.

Kaufmann, P. J., and Netusil, A.J. Selected communication variables and their effect upon advisee satisfaction with adviser-advisee conferences. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D. C., March-April, 1975. (ERIC Document Reproduction Service No. ED 106 701)

Improving student satisfaction with academic advising has been the focus of university efforts in recent years. The academic advising conference between adviser and advisee normally occurs in a dyadic setting; thus, as with counseling, it seemed plausible to the authors that the interpersonal relationship between the adviser and student is important in developing a satisfying exchange.

This document reports on a study which sought to train advisers to operationalize different counseling behaviors. Three advisers were trained to use attending behavior/no attending behavior, and self-disclosure/no self-disclosure to 60 subjects. Each student was randomly assigned to one of the four experimental manipulations. Significant main effects on the various variables in the experiment provided support that attending behavior and self-disclosure help strengthen the adviser-advisee relationship. Suggestions for future studies are reviewed.

Liston, W. Differences in perception of the College Advisory Program in schools of education from the perspective of students with different personality patterns and from the perspective of faculty advisors. Dissertation Abstracts, 1967, 28, 126A - 127A.

The student's perception of the College Advisory Program as an adequate tool for assisting him in working through his personel, emotional, and academic problems was the primary concern of this study. The Friedenberg Questionnaire was administered to all, the Minnesota Multiphasic Personality Inventory was given to the student group only. Those students who met specific criteria on the MMPI were assigned to four "clinical" groups and also divided by sex and academic standing.

The assumption that attitude differences exist as a consequence of outstanding differences in personality structure does not appear to be tenable. There were no significant differences in attitudes between student and faculty groups as measured by the questionnaire. The conclusion, derived from student comments, was that the advisory program would be more effective if there were more interest and involvement by faculty and by students.

It was recommended that advisors be assigned fewer students, that they develop a closer relationship with their advisees and be given more recognition for their work with students. Students need a thorough orientation to the advisory program. More mental health programs for the increasing number of students with problems should also be considered.

Manuel, R. N. The relationship of student satisfaction with academic advising to the non-authoritarian scales of the Omnibus Personality Inventory. Dissertation Abstracts International, 1972, 33, 2737A - 2738A.

Advisers were given the Omnibus Personality Inventory (OPI) and independent judges selected the most authoritarian and the most non-authoritarian adviser. Also the judges chose two control advisers near the means of the scales. Freshmen advised by the four advisers during the academic year were given a Likert-type attitude scale to determine their degree of satisfaction with advising.

The mean rating given advisers by students indicated higher ratings for the control advisers and students were more inclined to visit them whether invited or not. The upper and lower 25 percent on the attitude scale, Highly Satisfied (HS) and Dissatisfied (D), were invited to take the OPI. No significant differences between OPI scales for HSs and Ds were uncovered. The same findings prevailed for the HSs and Ds of each individual adviser.

By means of sociograms, advisers identified five students with whom they had been most effective and five, least effective. Each of the four advisers received higher ratings from the students chosen "effective". Thus the study does support the conclusion that the effectiveness of advisers with differing techniques and styles is differential among different students.

McConaughy, R. E. Occupational student perceptions of the effectiveness of two major types of academic advising systems in Illinois community colleges. Dissertation Abstracts International, 1975, 35, 4198A - 4199A.

The two major types of academic advising systems were designated "instructor-based" and "counselor-based." The effect of grade level, occupational program, and variations among schools were also taken into account. Students were given the Preliminary Evaluation--Student Form. Chief student personnel officers were interviewed by telephone, followed by the Administrator Advising Questionnaire.

A finding of central importance was that there was no observable relationship between the type of advising system and the dependent variables, such as number of student/adviser contacts, student ratings, and amount of information that students perceived their adviser/counselor as giving them. One of the strongest findings was that the specific colleges in and of themselves accounted for many of the differences in student perceptions. Another fairly strong conclusion was that significant differences in student perceptions of advising were based, in part, upon the student's affiliation with a particular occupational program. An additional finding, not of a statistical nature, was that there was little difference between students in the two advising programs as to who encouraged the student to enroll in his present program. The ranking from lowest to highest was: counselors, instructors, friends/parents, and "none of the above."

Peterson, A. G. The College Advisement Survey: an inventory of student perceptions of college advisement. Dissertation Abstracts International, 1971, 31, 6367A.

The College Advisement Survey (CAS) was based on a conceptual model of advisement which outlined three areas of advisement observable to students: Functions of Advisement, Style of the Advisor, and Outcomes of Advisement. Each area was further divided into subscales. A panel of student personnel workers with experience in counseling and advisement prepared the items.

Four Illinois junior colleges cooperated in a pilot study in 1969. Factor analysis of the data by area of the model indicated ten subscales related to the model. A revised form used in a verification study in 1970 in eight colleges indicated seven stable subscales: Class Selection (previously called Academic), Vocation, Personal, Rapport, Relationship, Effects, and Satisfaction. Two new subscales were formed: Concern and Explanation. Three subscales underwent change: Contact, Knowledge, and Availability. The studies generally supported the structure within the areas of the conceptual model of advisement.

The CAS should provide a useful instrument for surveying student perceptions of advisement. Although it was developed on a sample of junior colleges nothing in the CAS limits its use to junior colleges.

Romano, J. J. Freshman student satisfaction with their academic advisors. Dissertation Abstracts International, 1973, 33, 5499A.

This study investigated freshman student satisfaction with four types of academic advisors: faculty, professional, graduate, and undergraduate students. Also, the relationship between freshman student satisfaction with academic advising and student subculture membership (Clark-Trow Typology) was explored.

Data analysis indicated that the graduate student academic advisor was perceived to be the most successful, with professional, undergraduate, and faculty advisor following in descending order. Of the four Clark-Trow Subcultures, subjects in the nonconformist classification expressed the lowest satisfaction with academic advising. Subjects classified as academic, vocational and collegiate all expressed approximately equal levels of satisfaction. The study suggested that professional and graduate student advisors may be considered effective complements to the more traditional faculty advisor program.

Rosenberg, G. L. A study of undergraduate academic advising in a university setting. Dissertation Abstracts International, 1970, 30, 3739A.

This study investigated the relationship of academic advising conditions to satisfaction of advisees and explored selected adviser and advisee characteristics which may have been related to the degree of satisfaction. The subjects were seniors in three departments of the College of Liberal Arts, University of Iowa, and the academic advisers of these students.

A questionnaire was developed and sent to the advisees to determine the nature of their advising experiences and their relative satisfaction with the advising. A section of the questionnaire also requested personal information. A structured interview was held with selected advisers to ascertain their views of the advising experience.

Significant findings included: 1) satisfaction scores differed in regard to the length and number of advising sessions held during a semester; 2) satisfaction was greater with advisers who used campus referral agencies and who initiated group meetings on common concerns; 3) students who had had contact with their adviser in an outside situation were more satisfied and those who desired outside contacts were more satisfied than those who did not; 4) students were more satisfied with female advisers; 5) students preferred advisers who were affiliated with the students' own department; 6) adviser satisfaction scores were higher for faculty members with previous professional experience in elementary or secondary school; 7) adviser satisfaction scores did not differ significantly among students who varied according to the number of advisers assigned them in the course of their college experience; however, these scores did differ significantly among students who varied according to the duration of noncontact with their advisers.

Sanders, C. D. Student perception of a professional advisement program. Dissertation Abstracts International, 1974, 34, 7540A.

The instrument selected to measure student perception of the professional advisement program at Eastern Illinois University was the College Advisement Survey, developed by Peterson in 1970. It was administered to three sample groups: freshmen, upperclassmen, and advisors.

Comparisons indicated that the three groups had similar perceptions of the program. Freshmen rated advisement significantly higher than did upperclassmen on ten of the thirteen subscales. Students with female advisors were more satisfied than those with male advisors.

Shelton, J. B. A comparison of faculty academic advising and academic advising by professional counselors. Shawnee Mission, Kansas, Johnson County Community College, 1972. (ERIC Document Reproduction Service No. ED 065 088)

The purpose of this study was to obtain and compare perceptions of students relative to their academic advisement experiences with professional counselors and faculty advisors. A questionnaire was mailed to 225 present or past students of three community colleges in the states of Kansas, Missouri and Arkansas. Each student in the sample had experienced academic advisement from both a counselor and an academic advisor. Of the sample, 146 students responded by returning the completed questionnaire. In addition to the survey, a personal interview was conducted with 10 eligible students to provide validation for the questionnaire and supplementary information.

The study revealed that counselors are significantly more concerned about students, more accepting of students, more genuine with students, more approachable to students, and more effective in meeting the advisement needs of students, than are faculty advisors. Based on the results of this study, it is recommended that colleges utilize more trained counselors in their advisement programs. It is also recommended that colleges make greater efforts to provide adequate advisement for the beginning student.

Shelton, J. B. A study of students' perceptions of faculty academic advisement and advisement by professional counselors. Dissertation Abstracts International, 1972, 33, 2115A.

A survey instrument was constructed based on the Counseling Evaluation Inventory developed by Linden, Stone, and Shertzen. It was mailed to 225 present or past students. Each had experienced academic advisement from both a counselor and an academic advisor. A personal interview with ten eligible students provided validation for the questionnaire and supplementary information.

Significant results showed that counselors are more concerned about students, more accepting of them, and more genuine with them than are faculty advisors. Counselors are also more approachable and more effective in meeting students' advisement needs. Among the several recommendations made, it was suggested that colleges, especially community colleges, use more trained counselors in their academic advisement programs. Also, colleges should make greater efforts to provide adequate advisement for younger, beginning college students.

Southard, C. W. Effect of student-selection of adviser on rapport. Personnel and Guidance Journal, 1960, 38, 614 - 620.

The writer hypothesized that student-selection of adviser increases rapport (defined as student's satisfaction with the counseling relationship) for each of five dimensions in the counseling relationship (defined as communication, status, security, emotional distance, and counseling responsibility). Perceptions of 30 advisees and 15 advisers were evaluated. College freshmen who selected their advisers were compared with freshmen for whom advisers were assigned.

Analysis of the data supported the following results: 1) student-selection of adviser did not increase rapport significantly on any dimension of counseling relationship, suggesting that the adviser is more influential than the student in determining the counseling relationship; 2) individual differences in rapport existed among advisers regardless of method of selection. This study essentially rejected the hypothesis. Results did support a concept of a composite ideal counseling relationship found among students and teachers.

Strong, S. R., Hendel, D. D., and Bratton, J. C. College students' views of campus help-givers: counselors, advisers, and psychiatrists. Journal of Counseling Psychology, 1971, 18, 234 - 238.

A comparison was made of student views of counselors, advisers, and psychiatrists. Sixty-seven college females described either counselor, adviser, or psychiatrist on 100 adjectives and indicated how likely they were to discuss nine topics with the assigned person.

Students described counselors and advisers similarly as more warm and friendly than psychiatrists who were considered more intellectual, analytic, decisive, cold, and critical, Students viewed counselors and advisers as more appropriate sources of help with vocational and educational problems and considered psychiatrists more appropriate for specific personal problems. Students also viewed counselors as likely sources of help for achieving personal development and gaining knowledge of strengths and weaknesses.

Turner, M. Student satisfactions and dissatisfactions with the Curriculum Advisory Program at Washington State University. Dissertation Abstracts International, 1976, 36, 4950A.

Two groups of students, first semester sophomores and first semester seniors were asked to complete a questionnaire designed to determine student satisfactions and dissatisfactions with the Curriculum Advisory Program. The 140 sophomores who returned the questionnaire were studied because of the recency of their experience with the program. The 125 seniors had gone through the program as freshmen and could now provide a synthetic cohort designed to determine the degree to which opinions of sophomores would change by the time they became seniors.

The 28-item questionnaire covered the following major areas of the Curriculum Advisory Program: a) career exploration, b) personal relationships with students, c) assistance in planning course of study, and d) apparent competency of advisors.

In both groups, 75 percent of the respondents indicated satisfaction with the service received. The remaining 25 percent were dissatisfied with the performance of the program. The fact that the percentage of satisfaction in both groups was identical suggests that sophomores will not view the Curriculum Advisory Program any differently by the time they become seniors.

White, C. L. Attitudes toward advisement in a higher education setting. Dissertation Abstracts International, 1971, 31, 3891A.

College students' attitudes toward advisement were assessed from an evaluation of: 1) the need for advisement, 2) the characteristics of advisers, 3) the adviser-advisee interpersonal relationship, and 4) the students' advisement needs. A favorable attitude was postulated if the criteria for the need of advisement were met and if there was congruency between the students' advisers and ideal advisers as to characteristics, interpersonal relationship, and advisement needs. An Advisement Questionnaire was formulated from a pilot study and administered to a sample of 800 students.

The findings indicated a favorable student attitude toward advisement. The criteria were met demonstrating a need for advisement. Congruence between the present advisers and ideal advisers existed for the adviser-advisee relationship. A lack of congruence existed between the characteristics of the advisers and the ideal advisers. A lack of congruence was also found for the advisement needs when a comparison was made between what problems the advisers helped to resolve and those problems which an ideal adviser would help the student resolve.

Analysis disclosed three factors in the advisement relationship (Atmosphere, Rapport, and Empathy) and four related to the students' advisement needs (Social, Academic, Co-academic, and Psychological). Congruence was achieved for Rapport, Empathy, and Co-academic advisement. Reliablility of the students' responses was obtained by the test-retest method.

OTHER TOPICS IN ACADEMIC ADVISING AND COUNSELING

Algier, A. S. A new approach to academic rehabilitation. Educational Record, 1972, 53, 80 - 84.

Educators have long noted the need to salvage talent lost or wasted through academic failure. Many students arrive on campus with poor communication skills or lacking goal orientation and knowledge of career possibilities. Some have simply pursued inappropriate college majors. A multifaceted learning laboratory for flunkouts was inaugurated at Eastern Kentucky University in 1969.

In the first phase participants were tested and administered questionnaires to identify problems and obtain other information. The second phase involved an intensive attack on academic skill deficiencies. At the same time an attempt was made to influence those affective factors that contribute to academic failure. These, unfortunately, were largely beyond the reach of the Laboratory. Throughout the program, participants were forced into acquiring self-discipline through self-examinations.

Of the 74 students in the first experimental group, 37 showed sufficient improvement for readmittance for the spring semester. The improvement rate for two subsequent groups was comparable.

The success of the program indicates that it is possible to overcome academic failure if it is recognized that two to four semesters may be required to raise the overall grade point average to a satisfactory level. Furthermore, both intellectual and nonintellectual factors must be considered.

Berdie, R. F. Counseling and liberal education. Journal of College Student Personnel, 1975, 16, 3 - 9.

Counselors, in their concern for the personal and vocational development of students, have paid insufficient attention to their role in furthering students' liberal education. Social changes and the development of nontraditional programs provide greater opportunities and need for educational counseling.

Counselors can aid students in developing an educational philosophy and, accordingly, help them design an educational program and participate in experiences congruent with the students' goals and values. From interviews, tests, and reports they can obtain pictures of students' current status. They can help students work through preliminary goals and provide them with information about available resources. Counselors will be available to help in the process of change and development. How effectively the counselor does this depends in large part on the counselor's own educational philosophy.

Caple, R. B. Group study for low-achieving freshman males in a residence hall setting. Journal of College Student Personnel, 1969, 10, 164 - 168.

Help was provided for low-achieving male students in an experiment using two different methods. For the first method, one group, S, was selected to attend study sessions four evenings a week for two hours for eight weeks. A similar group, F, was the free or control group. At the end of the period, no significant difference was found in the achievement level between the two groups. There is apparently little effect upon student achievement due to required organized study, though some students welcomed the required discipline.

For the second method, three groups were set up: S, F, and a group designated T, which would meet in the same manner but, in addition, was provided tutorial help. A measure of motivation was obtained for all three groups before study sessions began. Again no significant differences were found in the grade point averages among the three groups of men. While some increased their grade point average considerably, a number of subjects decreased them. It is possible that students in group T who were motivated to achieve utilitized the presence of faculty, and the motivated students in groups S and F obtained this help on their own initiative. The results suggest implications for the study of the relationship between achievement and motivation.

Capuzzi, D. Academic skills counseling: a neglected area in counselor education. Counselor Education and Supervision, 1971, 10, 191 - 193.

Academic difficulties are as frequently the result of poor study and reading skills as they are the result of personal concerns, behavior problems, etc. The counselor should know something about how to help the client develop academic skills. Often this can be dealt with on a small group basis, eight to ten students. Tests are available to help differentiate between students whose problems are poor study skills and those who have reading difficulties. Handbooks are available to help locate materials suitable for student use.

Somewhere in counselor education, the counselor candidates should receive training in group counseling for improvement of academic skills. This is an area in which the practitioner is frequently called upon for help.

Crump, W. G., Whitehouse, F., Darlington, J. M., and McManus, C. The preprofessional adviser speaks. College and University, 1970, 45, 786 - 789.

Dr. Darlington spoke for the independent liberal arts college. He discussed the role of the preprofessional adviser in the national setting upon the adviser's responsibilities, pass-fail courses, and the threat of litigation against student evaluators. He concluded by urging communication and collaboration of all institutions toward common goals.

Dr. Whitehouse spoke for the public university institution. He discussed the implications of the term preprofessional or premedical, the functions and problems of the adviser, changes in advisory systems, and the processed model of adviser in a university. He also made reference to the changes taking place throughout the country with formation of regional and national organizations which are expected to improve communication and to assist the adviser in his work, whether this work is in an independent or a public university.

Gelso, C. J., and Thompson, B. Effects of emergency academic counseling. Journal of College Student Personnel, 1970, 11, 276 - 278.

The experiment was conducted to assess the efficacy of emergency academic counseling when implemented following the midpoint of an academic quarter and when the clients are students whose academic performance is severely deficient. Twenty students were selected to receive counseling; twenty students in the control group were not contacted by the counseling service and none sought counseling during the period. Effectiveness of counseling was assessed on the basis of grade point averages, suspensions, and graduations.

The findings suggested that midpoint in a quarter may be too late. Brief emergency counseling which focuses on quick changes in academic behavior does not have a latent effect. Since none of the control group students voluntarily sought counseling, it may be that such students tend to avoid encounters such as counseling which will require them to confront their difficult situations. What should be done to increase the proportion of students seeking professional assistance remains an important question.

Goodstein, L. D., and Crites, J. O. Brief counseling with poor college risks. Journal of Counseling Psychology, 1961, 8, 318 - 321.

Students eligible for probationary admission who enrolled in the summer session were divided into three groups: counseled group, contacted control group (those who did not appear for counseling) and noncontacted control group. None of this last group voluntarily applied for counseling during the session. The criterion for measurement of the effectiveness of counseling was grade point average at the end of the summer session and at the end of the first semester.

The results offered no support for the contention that typical educational counseling enhances the academic achievement of low ability college students. As a matter of fact, the findings indicated that counseling is associated with poorer rather than better scholastic performance. Some explanations for these findings, related to this study, are advanced.

Hendrix, O.R. The effect of special advising on achievement of freshmen with low predicted grades. *Personnel and Guidance Journal*, 1965, *44*, 185 - 188.

The achievement of 20 college freshmen with low predicted grades who received special advising in addition to faculty advising were compared with control groups of similar freshmen who did not receive the special advising. All members of the experimental group were advised by the author according to the same pattern of counseling.

The achievement of the experimental group was significantly better, and the achievement was not attributal to disproportionate inclusion of less difficult courses in their schedules. The experiment provided no basis for judging which aspect or aspects of the advising pattern employed were responsible for the results obtained. More specific identification of such factors should prove to be an interesting field for further investigation.

Hill, A. H. Motivation and academic counseling. *Journal of Counseling Psychology*, 1966, *13*, 447 - 453.

Evaluations of counseling outcomes have been criticized for their failure to match on motivation. It is argued that because of the intercorrelations of motivation, aptitude and achievement it is not possible to match counselees and controls on all three variables simultaneously. If they are matched on aptitude and achievement the counselees must have higher motivation, and it is postulated that an inhibiting variable is operating to prevent their higher motivation from being revealed in performance.

A dissonance theory explanation is used to suggest why counseling is more effective with self-selected counselees, how counseling effectiveness might be improved, and how it might be applied to students who do not spontaneously seek counseling.

Hill, A. H., and Grieneeks, L. An evaluation of academic counseling of under- and over-achievers. *Journal of Counseling Psychology*, 1966, *13*, 325 - 328.

Using grade point average (GPA) as the criterion this study tests the hypothesis that academic counseling is effective in improving the performance of under-achievers and maintaining the performance of over-achievers. Control subjects were matched so that the expected effect of regression would be statistically controlled.

Both male and female under-achievers improved no more than matched under-achieving controls, but their improvement was significantly greater than the decrement in GPA of matched over-achieving controls. The results for over-achievers were mirror images, with significantly less decrement in GPA for counselees than the improvement for matched under-achieving controls. Further analysis showed that the greater gain for under-achieving could be attributed to a greater regression effect rather than to a beneficial effect or counseling.

Hogue, D. W. The academic effect of counseling a group of underachieving college men. Dissertation Abstracts, 1965, 25, 5114 - 5115.

The purpose of this study was to determine if counseling, with every attempt made to help the underachieving student do better academic work, would improve the student's grade point average. An underachiever was defined as a person whose College Qualification Tests standard score exceeded the standard score for the cumulative grade point average by one-half standard deviation. The students so identified were divided into three groups: experimental, special attention, and control. The counseling given was non-prescriptive in nature. The direction of the counseling was as implied or suggested by the counselee.

The results indicated that the grade point average increased for both the counseled group and the special group. The control group, which was not seen by the counselor, showed a decrease in grade point average. The improvement, however, was not statistically significant. Possibly a greater period of time to counsel underachievers, two or three years, would produce a statistically significant result.

Holmes, L. L. The Biographical Inventory (BIB) in academic advisement: exploratory use in the School of Medical Technology at Michigan State University. Dissertation Abstracts International, 1974, 35, 3457A.

Rising enrollment and declining job placement opportunities for graduates, combined with fiscal support of the School which has not kept pace, led administrators to try to better identify those students who have the motivation, personal characteristics and aptitude to successfully complete the academic training.

An 84 item biographical inventory was developed and administered to 124 students applying for admission to the School for fall term 1972. Based on academic success they were assigned to one of three groups: upper (highest 27%), lower (lowest 27%), and middle (remaining 46% of the students). Academic success was defined as accumulated grade point average (GPA) at the end of the sophomore year of study. A hold out group was established for cross-validation purposes.

Forty one biographical items were found to discrimate among the criteria groups. The correlation between inventory scores and sophmore GPA's was high enough to establish the effectiveness of biographical inventory in predicting academic success. In a practical sense, the inventory scores can provide a basis for making rational decisions in the selection and advisement of students.

Kaye, R. A. A required counseling-study skills program for failing college freshmen. Journal of College Student Personnel, 1972, 13, 159 - 162.

Several treatment methods have been used with college students who are on academic probation. This study investigated the effects of a required program which used a combined treatment of individual counseling, group guidance, and academic skills training. Eighteen matched pairs of students for control and experimental groups were randomly selected from a list of failing freshmen during the spring semester. The treatment program extended over ten weeks.

Comparisons of grades showed the experimental group to be significantly superior to the control group on mean grade point average after treatment. Furthermore, more of the participants were allowed to continue in school for a third semester. It was recommended that each of the separate treatments as well as the combined program be tested elsewhere on similar populations.

Marks, E., Ashby, J. D., and Noll, G. A. Recommended curricular change and persistence in college. Personnel and Guidance Journal, 1966, 44, 974 - 977.

Counselor judgment regarding the appropriateness of student curricular choice and the strength of counselor commitment to that judgment were related to student persistence in college. Students who failed to change curricula when the counselor felt such change was indicated remained at the University a fewer number of terms than any of the other groups studied.

Sex of student and strength of counselor judgment regarding curricular choice were also significantly related to persistence, although strength of counselor judgment regarding curricula choice was best treated as moderating the relationship between student behavior in relation to counselor judgment and academic performance. Results were discussed in terms of objectives and procedures of counseling with respect to academic performance.

McGuire, J. M., and Noble, F. C. Motivational level and response to academic encouragement among low-achieving college males. Journal of Counseling Psychology, 1973, 20, 425 - 430.

The study investigated the relationship between academic achievement motivation and response to academic encouragement via two different counseling letters. No differences were found between the experimental letter groups and a no-contact control group on either posttreatment grade point average (GPA) or on the number of helping sources contacted by the subjects. However, the high-motivation experimental subjects had significantly higher posttreatment GPAs and fewer "F" grades than low-motivation experimental subjects, while there were no differences in posttreatment GPAs or number of "F" grades between high- versus low-motivation control subjects.

The study provided some implications for the university counseling center. Comments emphasized three factors relevant to the use of the counseling facilities: (1) indecision regarding whether their academic problem was severe enough to warrant immediate action and a desire to solve one's problems oneself; (2) a general unawareness of what professional help was available on campus; and (3) the presence of many other more visible and perhaps less threatening sources of help.

Meskill, V. P., and Sheffield, W. A new specialty: full-time academic counselors. Personnel and Guidance Journal, 1970, 49, 55 - 58.

A committee to study academic advising and counseling at the C. W. Post Center of Long Island University reported that the practice of distributing the academic counseling work load over the entire faculty had failed to function properly. A full-time staff of professional academic counselors was recommended. The system was established in the fall of 1969.

Twelve counselors were hired and assigned to the various academic departments. The director of the new program conducts inservice training and assumed some functions formerly performed by the assistant dean for academic affairs. The counselors are responsible to the department chairmen for day-to-day functioning and to the director for fulfillment of ongoing training and the assigned role.

One anticipated benefit is the freeing of faculty to do more counseling regarding academic specialties. Another is the improved academic counseling available from full-time, well-trained counselors. In addition, the Center will be able to better predict future enrollment in specific courses by reviewing the plans of study of the students being counseled. The cost of hiring counselors was found to be little more than providing teaching reductions for faculty assigned to do counseling. Preliminary reports on the program were encouraging.

Richardson, L. H. Counseling the ambitious mediocre student. *Journal of Counseling Psychology*, 1960, *7*, 265 - 268.

One hundred three students in the lowest third of their engineering classes were invited for counseling the first month of the term. The purpose was to investigate whether early counseling could: (a) help them remain successfully in engineering, (2) be of value in helping find some alternative goals, (3) help prevent their dropping out of college. They were matched with a noncounseled group.

The results showed no significant differences in over-all college grades or grades after transfer to other schools of the college. There was little difference among the groups in drop-out rate, changes to other objectives, or numbers of those who remained in engineering. Some factors concerning this study's results and some implications for counseling are discussed.

Richardson, L. H. Grade patterns of counseled and non-counseled college students. *Journal of Counseling Psychology*, 1964, *11*, 160 - 163.

An investigation of grade patterns was made for 38 counseled and 38 matched non-counseled students. Grades for two terms before counseling started, during the first term of intensive counseling, and two terms after counseling began were examined.

No significant difference was found in average grades of the counseled and non-counseled groups when compared term by term. However, when the counseled group was divided into those whose grades dropped during counseling (2) and those whose grades increased (13) (the grades of 5 stayed the same), it was observed clinically that there were similarities in personality factors peculiar to each grade pattern group.

Searles, A., Jr. The effectiveness of limited counseling in improving the academic achievement of superior college freshmen. *Personnel and Guidance Journal*, 1962, *40*, 630 - 633.

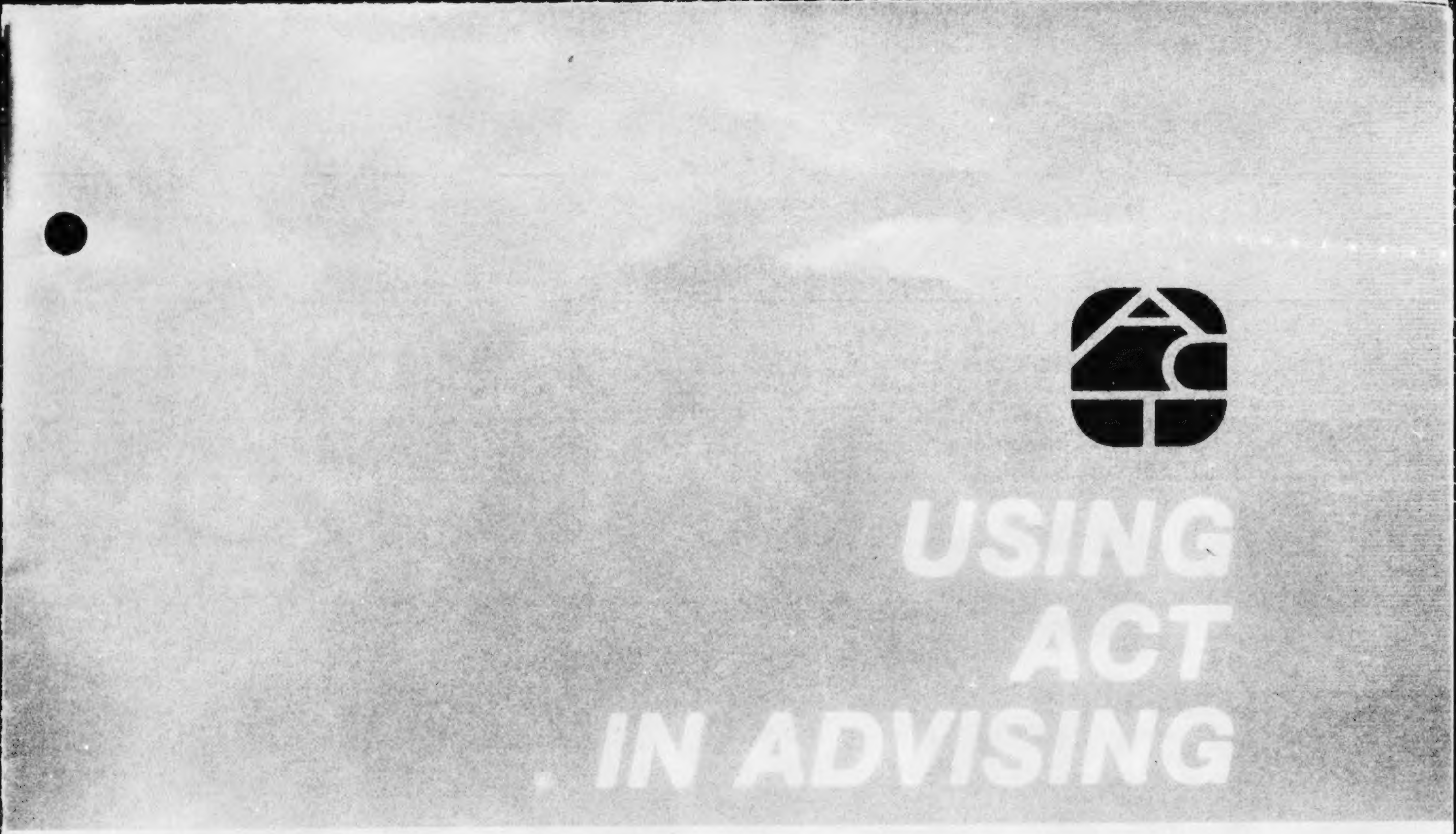
The hypothesis underlying this investigation was that "three interview" counseling would facilitate academic achievement through improving the counselee's perception of reality and alleviating specific fears. The process of counseling used as one objective the detection of any major deviation between the student's perception of himself as he related to his new environment and the actual facts as the investigator could determine. Subsequent counseling centered about those apparent discrepancies and was eclectic in nature.

The students selected were put into either an experimental or control group. The first interview was held within the first two weeks, the second was held after the release of six-week "down grade" reports, and the third, preceeding final semester examinations. The findings indicated that three-interview counseling does not appear to have any significant effect on the first semester academic achievement of superior freshmen. Recommendations for further research are centered on those superior freshmen who appear to have a need for counseling.

Sieveking, N. A., Campbell, M. L., Rileigh, W. J., and Savitsky, J. Mass intervention by mail for an academic impediment. Journal of Counseling Psychology, 1971, 18, 601 - 602.

One hundred three male students with low scores on the Delay Avoidance scale of the Survey of Study Habits and Attitudes were identified and divided into three groups: Mail Treatment, Treatment Control, and a No-Contact Control. Mail Treatment members received letters giving suggestions on overcoming distraction and procrastination. Treatment Control students received brief reminders of their low scores and encouragement to improve but no advice. No communications were sent to the third group.

The analysis of pre- and post-treatment data indicated that the treatment by mail effected positive change in self-reported procrastination and distraction for those students who had relatively better study skills. Students in the Treatment Control group did not improve. The treatment produced no effect on grades.



USING ACT IN ADVISING

Undergraduate students in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an adviser, confidant, and parent surrogate. This need seems to exist regardless of the type of institution the student attends, his general ability to do academic work, and the socioeconomic level from which he comes. In many ways, the need for this kind of relationship seems to transcend most other seemingly important desires or demands.

Lewis B. Mayhew

1185

Percentile ranks show how the student's performance compares with that of students enrolled at *your* institution.

Student's standard scores on the 4 subject tests and the Composite (average). A dash (—) indicates student did not attempt test. Scores are on a scale ranging from 1 (low) to 36 (high). Approximate mean Composite score of college-bound students is 18; standard error is approximately 2 for each subtest.

Self-report of most recent high school grades prior to the senior year. N indicates student took no course in that subject.

Code number, name, and address of the student's high school.

Percentile ranks compare a student's performance with one of 5 types of national norms previously selected by your institution. COL BND refers to college-bound students who have taken the ACT Assessment over a 3-year period; types 1 through 4 are enrolled freshman norms for different types of institutions.

ACT code number of the institution receiving this report.

The institution's rank among those chosen by the student to receive SPRs. (An S is reported on additional score reports; an A, B, or C is reported for on-campus testing).

The approximate date the student plans to enter college. ENROLLED indicates the student was enrolled in college at the time of testing.

Indicates the order of importance to the student of various factors influencing college choice.

Indicates expressed need for special assistance to enhance educational development.

Indicates legal residence in the state given as a home address.

Indicates whether the student has a physical handicap or disability requiring special services or provisions at the college attended. Each year ACT sends each institution a form which it must complete in order to receive this information.

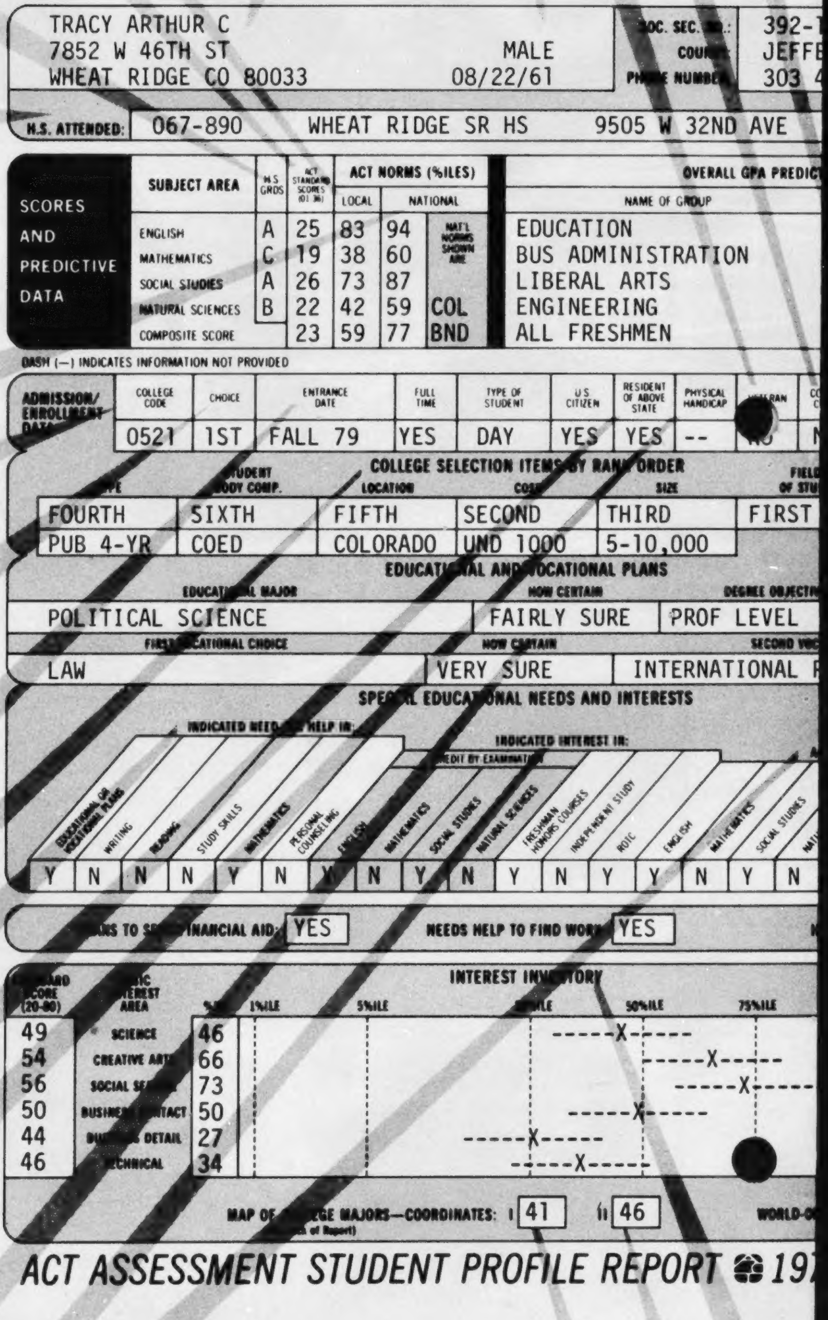
From an extensive list of educational majors and vocational choices, the student selected a major

Indicates whether the student had earned college credit at the time of testing.

Indicates whe
while attendin

YES indicates the student had served or was serving on active duty with the military forces at the time of testing.

Student's name, home address, sex, and birth date as recorded on the registration folder.



TRACY ARTHUR C
7852 W 46TH ST
WHEAT RIDGE CO 80033

MALE
08/22/61

SOC. SEC. NO.: 392-
COUNTY: JEFFE
PHONE NUMBER: 303 4

H.S. ATTENDED: 067-890 WHEAT RIDGE SR HS 9505 W 32ND AVE

SCORES AND PREDICTIVE DATA

SUBJECT AREA	H.S GRDS	ACT STANDARD SCORES (01-36)	ACT NORMS (%ILES) LOCAL	NATIONAL	NAT'L NORMS SHOWN ARE	OVERALL GPA PREDIC NAME OF GROUP
ENGLISH	A	25	83	94		EDUCATION
MATHEMATICS	C	19	38	60		BUS ADMINISTRATION
SOCIAL STUDIES	A	26	73	87		LIBERAL ARTS
NATURAL SCIENCES	B	22	42	59	COL	ENGINEERING
COMPOSITE SCORE		23	59	77	BND	ALL FRESHMEN

DASH (—) INDICATES INFORMATION NOT PROVIDED

ADMISSION/ ENROLLMENT DATA

COLLEGE CODE	CHOICE	ENTRANCE DATE	FULL TIME	TYPE OF STUDENT	U.S. CITIZEN	RESIDENT OF ABOVE STATE	PHYSICAL HANDICAP	VETERAN	C C
0521	1ST	FALL 79	YES	DAY	YES	YES	--	NO	N

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST	SIZE	FIELD OF STU
FOURTH	SIXTH	FIFTH	SECOND	THIRD	FIRST
PUB 4-YR	COED	COLORADO	UND 1000	5-10,000	

EDUCATIONAL AND VOCATIONAL PLANS

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTI
POLITICAL SCIENCE	FAIRLY SURE	PROF LEVEL

FIRST VOCATIONAL CHOICE	HOW CERTAIN	SECOND VO
LAW	VERY SURE	INTERNATIONAL

SPECIAL EDUCATIONAL NEEDS AND INTERESTS

INDICATED NEED FOR HELP IN: EDUCATIONAL OR VOCATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	PERSONAL COUNSELING	INDICATED INTEREST IN: CREDIT BY EXAMINATION: ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FRESHMAN HONORS COURSES	INDEPENDENT STUDY	ROTC	ENGLISH	MATHEMATICS	SOCIAL STUDIES	
Y	N	N	N	Y	N	Y	N	Y	N	Y	N	Y	Y	N	Y	N

PLANS TO SEEK FINANCIAL AID: YES NEEDS HELP TO FIND WORK: YES

INTEREST INVENTORY

STANDARD SCORE (20-80)	BASIC INTEREST AREA	%ILE
49	SCIENCE	46
54	CREATIVE ARTS	66
56	SOCIAL SERVICE	73
50	BUSINESS CONTACT	50
44	BUSINESS DETAIL	27
46	TECHNICAL	34

MAP OF COLLEGE MAJORS—COORDINATES: I 41 II 46
([illegible] of Report)

WORLD-O

ACT ASSESSMENT STUDENT PROFILE REPORT 197

re the student plans to live
g college.

tudent's Social Security
umber, county of resi-
ence, and home tele-
hone number. If student
oes not have or did not
rovide a Social Security
umber, an 8-digit ACT ID
umber appears.

Type of testing: NATL = national testing; RESID = residual (on-campus) testing; SPECIAL = special administration. For national testing, month and year student took the Assessment. For students testing on campus, outside the U.S.A., or in special administration, month and year data were processed. Educational level reported by student: JUNIOR, SENIOR, HS GRAD, COL STD, or OTHER.

1-1978
RSON
68-7982

TYPE OF TESTING: NATL
DATE TESTED: 10/78
ED. LEVEL WHEN TESTED: SENIOR

1978-79 *COLLEGE COPY*

ACT STUDENT PROFILE REPORT

WHEAT RIDGE COLORADO 80033

ONS

FRESHMAN YEAR	RES PLAN	%ILE RANK	PROB ≥ C
77/8	S	91	89
77/8	S	94	92
77/8	S	74	81
77/8	S	41	32
76/7	S	75	80

SPECIFIC COURSE PREDICTIONS

NAME OF COURSE	FRESHMAN YEAR	GRP NO	GROUP NAME*	%ILE RANK	PROB ≥ C
FRESHMAN ENGLISH	77/8	1	ALL FRE	89	72
COLLEGE ALGEBRA	77/8	1	ALL FRE	15	18
HISTORY	77/8	2	LIBERAL	86	82
CHEMISTRY	77/8	3	ENGINEE	59	68
PSYCHOLOGY	76/7	4	ALL FRE	79	89

RES (RESEARCH) PLAN B = BASIC, S = STANDARD

*TRUNCATED FIELD FOR COMPLETE NAME SEE YOUR PREDICTIONS SHEET

LEGE EDIT	HOUSING PLANS
0	RESID HALL

OTHER FACTOR SEVENTH

SELF-ESTIMATE OF COLLEGE G.P.A. 3.0-3.4

ONAL CHOICE
RELATIONS

ANCED PLACEMENT IN:

SCIENCES	FRENCH	GERMAN	SPANISH	OTHER LANG
	N	N	N	N

URS/WEEK: 11-20

99%ILE 99%ILE

-WORK MAP REGION 12

78-79

HIGH SCHOOL INFORMATION

YR H.S. GRAD OR EQUIV	SIZE OF SENIOR CLASS	TYPE OF SCHOOL	PERCENT SAME RACE AS STUDENT	TYPE OF PROGRAM STUDIED
1979	200-399	PUBLIC	90%	COLL PREP

SELF-REPORTED RANK: TOP QTR **AND AVERAGE:** 3.0-3.4

YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

SUBJECT AREA	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCES	SPANISH	GERMAN	FRENCH	OTHER LANGUAGES	BUSINESS COMMERCE	OCCUP VOC
YRS.	4	4	3	3	1	1	0	0	1	1
	ADV PLACEMENT IN H.S.				LANG	SELF-REPORTED ADEQUACY OF H.S. EDUC.				
	YES	NO	YES	NO	NO	EXCELLENT				

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

	INSTR MUSIC	VOCAL MUSIC	STUDENT GOV'T	PUBLICATIONS	DEBATE	DEPT'L CLUBS	DRAMATICS	RELIG ORG'S	RACIAL/ETH ORG'S	INTRAMURAL ATHL	VARSITY ATHL	POLITICAL ORG'S	RADIO TV	FRAT/SORORITY	SPECIAL INTEREST	SERVICE ORG'S
HIGH SCHOOL →	Y	Y	Y	Y	Y	N	Y	N	N	N	Y	Y	N	N	N	N
← COLLEGE →	Y	N	N	N	Y	N	Y	N	N	N	N	Y	N	N	N	N

OUT-OF-CLASS ACCOMPLISHMENTS

LEADERSHIP	MUSIC	SPEECH	ART	WRITING	SCIENCE	ATHL	COMM SERVICE	WORK EXP
HI	HI	HI	N	HI	N	AV	HI	VH

N = NONE AV = AVERAGE HI = HIGH VH = VERY HIGH

BACKGROUND INFORMATION *(OPTIONAL)*

ETHNIC BACKGROUND	CAUCASIAN/WHITE
RELIGIOUS PREFERENCE	PROTESTANT
ENG. MOST FREQ. SPOKEN IN HOME	YES

SPECIAL MESSAGES
☐ SOCIAL SECURITY NUMBER NOT REPORTED BY STUDENT
☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS NOT REPORTED AND/OR ONE OR MORE SUBTESTS NOT TAKEN. NO PREDICTIVE INFORMATION POSSIBLE

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P.O. BOX 168, IOWA CITY, IOWA 52240, PHONE (319) 356-3711

Overall GPA Predictions are reported *only* if your institution has participated in the ACT Standard or Basic Research Service within the past 3 years. Specific Course Predictions are reported *only* if your institution has participated in the Standard Research Service within the past 3 years.

These predictions, unique to your institution, are based on data for previous freshman classes. The specific groups and courses are designated by the official at your institution who supervises research service participation.

FRESHMAN YEAR indicates the freshman class on which the grade predictions were developed; RES PLAN indicates whether the Basic (B) or Standard (S) Research Service was used.

The name and number of the subgroup on which the predictions were based (from your institution's Standard Research Service report).

Probability reports the chances in 100 that student's college GPA will be C or higher.

Percentile rank compares prediction for this student with predictions for previous freshman groups at *your* institution.

Information about the student's high school, including self-reported rank and grade point average.

The number of years the student studied these subjects in high school. YES indicates the student was enrolled in an advanced placement, accelerated, or honors course.

Indicates how adequate the student considers his or her high school education.

In the top row, Y (yes) or N (no) indicates whether the student participated in the stated extracurricular activities in high school. Responses in the bottom row indicate whether the student plans to participate in the stated activities in college.

Students are asked to respond "yes" or "no" to statements of activities or accomplishments in each of 9 areas. The "yes" responses are summed and a rating is assigned.

Students are not obligated to report this information. Each year ACT sends each institution a form which it must complete in order to and first and second vocational choices. For both, the student indicated degree of certainty as VERY SURE, FAIRLY SURE, or NOT SURE.

Indicates expressed interest in credit by examination and advanced placement in specific course areas, and in certain special programs.

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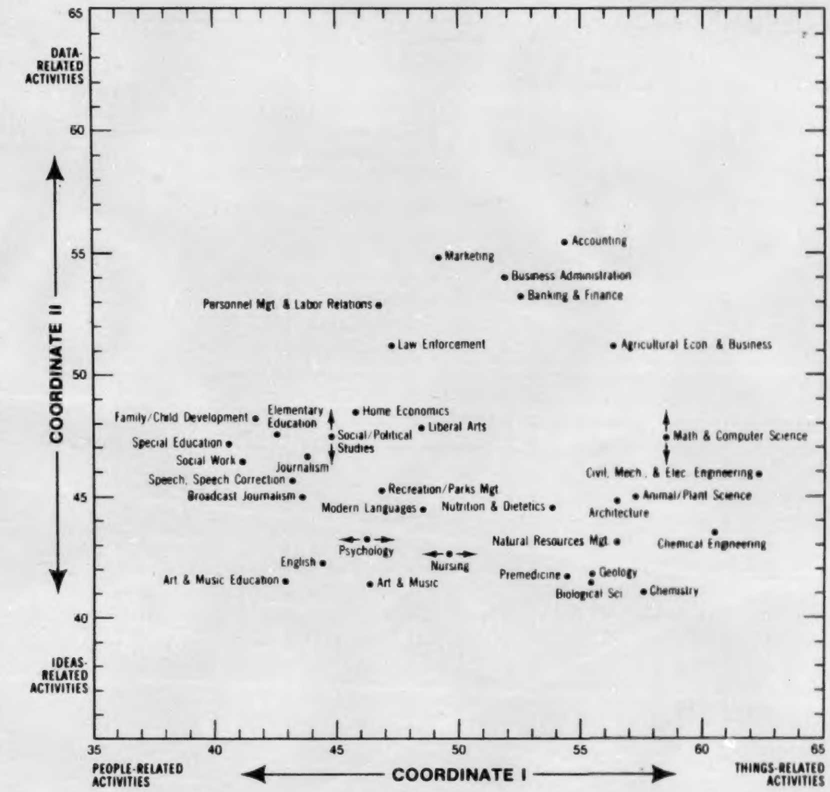
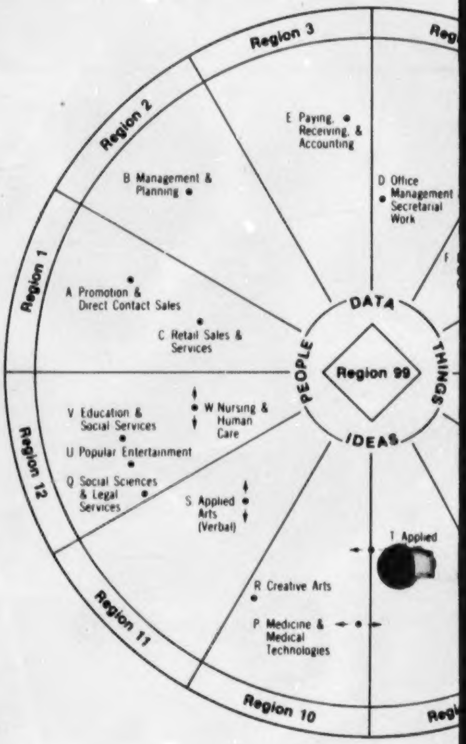
The Map of College Majors provides a unique method for comparing a student's overall interest patterns with those of successful and satisfied college seniors majoring in specific areas. The Map of College Majors Coordinates, derived from the ACT Interest Inventory, are used to situate the student's interests on the Map of College Majors on the back of the SPR.

MAP OF COLLEGE MAJORS



WORLD-OF-WOR


Region 3
Reg
Region 2
E Paying, Receiving, & Accounting
B Management & Planning
D Office Management Secretarial Work
F
Region 1
A Promotion & Direct Contact Sales
C Retail Sales & Services
DATA
PEOPLE
Region 99
THINGS
IDEAS
V Education & Social Services
W Nursing & Human Care
U Popular Entertainment
Region 12
Q Social Sciences & Legal Services
S Applied Arts (Verbal)
T Applied
R Creative Arts
Region 11
P Medicine & Medical Technologies
Region 10
Reg

How to Plot a Student's Scores on the Map of College Majors

1. Note the student's Map of College Majors Coordinates I and II printed below the Interest Inventory profile.

2. Locate the student's score on Coordinate I and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate the student's score on Coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.

3. Make an "X" where the two lines cross. This point shows the location of the student's interests as compared to those of students in a wide variety of educational majors. The closer a student is to a major or group of majors, the more similar that student's interests are to the interests of college-bound students who majored in that area as college seniors.

NOTE: A student's location on the Map of College Majors is based on a summary of the six-score ACT Interest Inventory profile. Sometimes, however, it is difficult to summarize the scores with much certainty because the profile is flat or contradictory. When this is the case, **"region 99"** is reported for the World-of-Work Map (see above). If a student's World-of-Work Map region is 99, the Map of College Majors results should be viewed with special caution. Counselors should rely more on a clinical interpretation of the six-score profile in the context of other information about the student.

How to Use the World-of-Work Map

1. Note the student's World-of-Work Map regi
Inventory profile.

2. Find the region on the map and note the jo
adjacent regions. Also note the combinatio
people, and things—that best describes these
task preferences.

3. See the Job Family List for typical occupation
student's region.

Region 99 is used when student scores on the in
with respect to preferences for data/ideas and p

NOTE: Because not enough information was av
families in the Social, Health, and Personal Servic
X, Personal and Household Services, and Y, Law
Services. Jobs in both of these families te [illegible] fal
through 5. Arrows by a job family show tha [illegible] rk t
people and things (↔) or data and ideas (↕

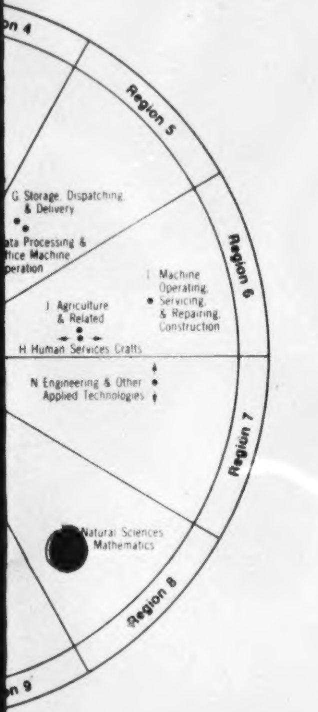
The college grade point average (A = 4.0) the students expect to earn.

ACT Interest Inventory measures 6 major dimensions of interest. Each of the
ales is composed of 15 work-related activities for which students indicate their
ree of liking on a 3-point scale. The standard scores (mean = 50, SD = 10) and
centile scores (reported in standard error bands) are based on a national
ple of college-bound students who have taken the ACT Assessment.

receive these data.

The World-of-Work Map Region indicator helps the student relate work activity preferences, as assessed by the ACT Interest Inventory, to the activities which characterize groups of occupations. The World-of-Work Map is on the back of the SPR.

K MAP


on 4
Region 5
G Storage, Dispatching, & Delivery
ata Processing & ffice Machine peration
Region 6
I Machine Operating, Servicing, & Repairing, Construction
J Agriculture & Related
H Human Services Crafts
N Engineering & Other Applied Technologies
Region 7
Natural Sciences Mathematics
Region 8
n 9

n printed below the Interest

b families in the region and
of work tasks—data, ideas,
egions and the student's work

s in job families in or near the

erest scales are inconclusive
ople/things work tasks.

ilable, the following two job
s Cluster are not on the map:
Enforcement and Protective
in th[illegible]ner area of Regions 2
sks [illegible]n heavily involve *both*
.

JOB FAMILY LIST

Typical occupations associated with each of 22 job families in the ACT occupational classification system are listed below. Page numbers refer to occupational descriptions in the *Occupational Outlook Handbook* (OOH), 1978-79 edition. Occupations that require education beyond high school are emphasized; italics are used for occupations that frequently require four or more years of college.

Business Sales & Management Cluster

A. Promotion and Direct Contact Sales (pages 133-134; 153-154; 226-251; 756-764)
Insurance, Real Estate, or Securities Agent, Manufacturing or Agribusiness Salesworker, Public Relations Worker, Fashion Coordinator, Advertising Worker, Travel Agent

B. Management and Planning (pages 120-122; 135-144; 150-152; 156-159; 508-511; 756-764)
Business Executive, Bank Officer, Urban Planner, City Manager, Personnel Worker, Hospital Administrator, Credit Manager, Restaurant, Hotel, or Store Manager, Agribusiness Manager

C. Retail Sales and Services (pages 172; 226-251; 746-755)
Sales Clerks and Retail Salesworkers (in stores selling such products as furniture, appliances, clothing, automobiles)

Business Operations Cluster

D. Office Management and Secretarial Work (pages 89-110; 478-479)
Office Manager, Secretary, Receptionist, Legal Secretary, Medical Secretary, Executive Secretary

E. Paying, Receiving, and Accounting (pages 91-97; 118-132; 298-300)
Accountant, Certified Public Accountant, Auditor, Bookkeeper, Bank Teller, Cashier

F. Data Processing and Office Machine Operation (pages 98; 111-112; 207-209)
Computer Console Operator, Tabulating Machine Operator, Office Machine Operator

G. Storage, Dispatching, and Delivery (pages 104-108; 206; 227; 244-245; 289-291; 328-330)
Industrial Traffic Manager, Air Traffic Controller, Airline Dispatcher, Truck, Bus, or Cab Dispatcher

Technologies & Trades Cluster

H. Human Services Crafts (pages 164-170; 173; 177; 179-180; 437)
Barber, Cosmetologist, Chef, Tailor

*I. Machine Operating, Servicing, and Repairing; Construction (pages 31-88; 231-232; 252-288; 292-293; 301-327; 393-436; 439-446)
Tool and Die Maker, Machinist, Radio-TV Repairer, Auto Mechanic, Computer and Business Machine Repairer, Printer, Carpenter, Mason, Plumber, Heavy Equipment Operator

J. Agriculture and Related (pages 331-341; 581; 603-611)
Agronomist, Soil/Plant Scientist, Geneticist, Fish and Wildlife Specialist, Forester, Horticulturist, Dairy Production Technician, Farm Crop Production Technician, Farmer (grain, dairy, livestock)

N. Engineering and Other Applied Technologies (pages 71; 82-84; 113-117; 181-182; 294-296; 331-333; 342-354; 383-392)
Computer Programmer, Systems Analyst, Engineers (including Architectural, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, Nuclear, Petroleum), Technicians (see areas under Engineering), Drafting Technician, Pilot, Surveyor

*Job family I also includes job families K, L, and M in the ACT occupational classification system.

Natural, Social, & Medical Sciences Cluster

O. Natural Sciences and Mathematics (pages 123-124; 331-333; 355-382)
Actuary, Mathematician, Statistician, Biologist, Botanist, Ecologist, Zoologist, Agronomist, Animal Scientist, Astronomer, Chemist, Geologist, Oceanographer, Physicist, Laboratory or Technical Assistant for each of these areas

P. Medicine and Medical Technologies (pages 76; 447-450; 458-487; 505-507; 512-515)
Dentist, Optometrist, Physician, Medical Technologist, Dietitian, Pharmacist, Veterinarian, Dental Hygienist, Respiratory Therapist, Radiologic (X-ray) Technician

Q. Social Sciences and Legal Services (pages 145-149; 516-533)
Anthropologist, Economist, Geographer, Historian, Political Scientist, Sociologist, Psychologist, Criminologist, Lawyer

Creative & Applied Arts Cluster

R. Creative Arts (pages 566-574)
Actor/Actress, Dancer, Musician, Singer, Artist, Sculptor, Author, Playwright, Composer

S. Applied Arts (verbal) (pages 591-602)
Reporter, Editor, Book Critic, Technical Writer, Advertising Copywriter, Newscaster

T. Applied Arts (visual) (pages 50-51; 575-590)
Architect, Commercial Artist, Industrial Designer, Interior Designer, Photographer, Clothes Designer

U. Popular Entertainment (pages 567-574; 596)
Comedian, Popular Singer, Musician, Radio-TV Announcer

Social, Health, & Personal Services Cluster

V. Educational and Social Services (pages 139; 210-225; 534-565)
Social Worker, Probation Officer, Teacher, Clergyman, Librarian, Guidance Counselor, Employment Counselor, Home Economist, Recreation Worker

W. Nursing and Human Care (pages 451-457; 488-502)
Registered Nurse, Public Health Nurse, School Nurse, Physical Therapist, Occupational Therapist, Speech Pathologist, Recreational Therapist, Dental Assistant, Licensed Practical Nurse, Occupational or Physical Therapy Assistant, Recreational Therapy Assistant

X. Personal and Household Services (pages 160-163; 167; 174; 178; 183-185; 297-298)
Flight Attendant, Travel Guide

Y. Law Enforcement and Protective Services (pages 186-205)
FBI Agent, Food and Drug Inspector, Revenue Agent, Police Officer, Firefighter, Immigration Inspector

ACADEMIC ADVISING

Academic advising is a complex activity which should help students realize maximum educational benefits. Advising includes:

- Helping students to clarify their values and goals and to better understand themselves as persons.
- Helping students understand the nature and purpose of higher education.
- Helping students explore educational and career options, and links between academic preparation and the world of work.
- Helping students plan educational programs consistent with their interests and abilities.
- Assisting students in a continual monitoring and evaluation of their educational progress.
- Integrating the institution's many resources to meet students' special educational needs and aspirations.

In brief, the academic adviser serves as a coordinator of the educational experience.

The adviser needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. This is best done in the context of a caring and trusting relationship.

Academic advising, properly delivered, can be a powerful institutional influence on student growth and development. Also, it can enrich the educational program of any college or university, and interpret that program more effectively to students.

Some of the benefits students derive from effective advising include:

- Attainment of their educational/career objectives.
- Achievement of GPAs consistent with their abilities.
- Greater likelihood of remaining in school.
- Satisfaction with the educational process and development of a positive attitude toward the institution.
- Development of a meaningful relationship with the adviser.

Good advising is based on the premise that an adviser can never know too much about a student. The quality of each student's educational/career decisions is directly related to the amount of relevant information available to the student and the adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

HOW ACT CAN ASSIST

The ACT Assessment Program, a comprehensive program for use by students planning to enter postsecondary education, provides an excellent base of information about freshman advisees. The ACT Assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and Interest Inventory which students complete at the time they register for the Assessment.

The academic tests cover four subject matter areas: English, mathematics, social studies, and natural sciences. They are designed to assess students' general educational development and ability to complete college level work. The test items require that students demonstrate both problem-solving and reasoning ability.

The Student Profile Section collects personal information; admissions/enrollment data; and information about extracurricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure.

The ACT Interest Inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of successful and satisfied college seniors in a variety of educational majors. Results are also used to help students compare their work activity preferences with activities which characterize specific families of jobs.

ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions and agencies designated by each student. (See the inside of this brochure for a detailed explanation of the report.) The SPR represents the most comprehensive available source of information about freshman advisees because:

- It presents a comprehensive picture of a student's needs, interests, background and abilities.
- It is available before the student's enrollment and advising conference.
- It is easy to use and interpret.
- It helps the adviser match the student's interests, abilities, needs, and plans with institutional resources.
- It provides advising leads and points of departure.
- It relates to common advising concerns.

The following list relates some common advising concerns directly to appropriate data elements on the SPR.

Advising Concern	**Related ACT Data Elements**
Long-range educational/career plans	First and second vocational choices Certainty of choice Degree objective World-of-Work Map Region
Immediate educational plans and selection of program of study	Educational major Certainty of choice Interest Inventory, Map of College Majors Coordinates Special educational needs and interests High school information Scores, norms, predictive data
Evaluation of abilities and interests	Test scores Norms Predictive data Interest inventory results
Course sectioning and placement	Scores, norms, predictive data Years certain subjects studied in high school Credit by examination Advanced placement Educational plans
Developmental and tutorial assistance	Indicated need for help in various areas Test scores Norms Predictive data
Extra-class activities	High school extracurricular activities College extracurricular activities Out-of-class accomplishments Educational/vocational plans
Course load	Scores Norms Predictive data Hours of work per week Extracurricular plans
Financial aid	Intention to seek financial aid Indicated need for help finding work

ACT Assessment information can help the adviser answer the questions freshmen are likely to ask:

- **In which subjects might I expect to do well?**
- **In which courses might I expect trouble?**
- **How heavy an academic load should I carry?**
- **What major should I choose?**
- **What occupations emphasize work activities similar to those I prefer?**
- **In what areas do I need help?**

The importance of assisting students in making educational, personal, and career decisions can hardly be overstated. The SPR has been designed to help advisers provide students with relevant information that will be useful in a wide range of decisions. It would be unwise to suggest that the SPR is a substitute for a skillfully-conducted interview, the mature judgment of a professional adviser, or the genuine personal interest that advisers usually exhibit toward students. It would be equally unwise to suggest that the SPR eliminates the need for additional information from the student. But an understanding of SPR data can contribute significantly to the effectiveness of advising sessions, and make any requests for additional information more precise and therefore more useful.

QUESTIONS TO ASK IN INTERPRETING THE SPR

Are the educational major and first vocational choice consistent?

Are the first and second vocational choices consistent?

Is the degree objective consistent with vocational choice?

Are the Map of College Majors Coordinates consistent with vocational choice?

Is the World-of-Work Map Region consistent with vocational choice?

Is certainty of choices consistent with indicated need for help in educational/vocational planning?

Do out-of-class accomplishments complement major and/or vocational choice?

Do differential abilities exist?

Are test scores consistent with educational and vocational plans?

Are high school grades consistent with test scores?

Are the predictive data supportive of academic and vocational plans?

Is there a relationship between test scores and high school grades and expressed need for help in reading, writing, and mathematics?

Is the self-estimate of college GPA realistic?

Is there consistency between high school and college extracurricular plans?

Are plans for advanced placement, credit-by-examination, honors, and independent study consistent with test scores?

REMINDERS FOR EFFECTIVE ADVISING

Care about advisees as people by showing empathy, understanding, and respect.

Establish a warm, genuine, and open relationship.

Evidence interest, helpful intent, and involvement.

Be a good listener.

Establish rapport by remembering personal information about advisees.

Be available; keep office hours and appointments.

Provide accurate information.

When in doubt, refer to catalog, adviser's handbook, etc.

Know how and when to make referrals, and be familiar with referral sources.

Don't refer too hastily; on the other hand, don't attempt to handle situations for which you are not qualified.

Have students contact referral sources in your presence.

Keep in frequent contact with advisees; take the initiative; don't always wait for students to come to you.

Don't make decisions for students; help them make their own decisions.

Focus on advisees' strengths and potentials rather than limitations.

Seek out advisees in informal settings.

Monitor advisees' progress toward educational goals.

Determine reasons for poor academic performance and direct advisees to appropriate support services.

Be realistic with advisees.

Use all available information sources.

Clearly outline advisees' responsibilities.

Follow up on commitments made to advisees.

Encourage advisees to consider and develop career alternatives when appropriate.

Keep an anecdotal record of significant conversations for future reference.

Evaluate the effectiveness of your advising.

Don't be critical of other faculty or staff to advisees.

Be knowledgeable about career opportunities and job outlook for various majors.

Encourage advisees to talk by asking open-ended questions.

Don't betray confidential information.

Categorize advisees' questions: are they seeking action, information, or involvement and understanding.

Be yourself and allow advisees to be themselves.

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